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This research was conducted to determine whether 6 weeks devoted to the study of communism would develop greater commitments to democratic values among secondary school students. Also studied were the effects of teacher background, fathers' education levels, students' political preferences, and the time, extent and pattern of instruction on the change in students' attitudes toward democratic values. To measure any change in thought, the Allen Scale of Beliefs was administered before and after the instruction period to 1612 students from four Florida counties. Findings revealed that gains in positive attitudes toward democracy (1) were generally offset for most students by the negative effects produced, (2) were higher for students whose fathers were college educated than for students whose fathers had less education, (3) were negative for students expressing an "other" political preference, (4) were higher among students receiving instruction from teachers with average backgrounds than from those with above average or superior backgrounds, and (5) were little affected by class size or organization. (The Allen Scale of Beliefs and statistical results are appended.) (Author/JM)

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FINAL REPORT

Project No. 7-D-025
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IMPACT OF THE STUDY OF COMMUNISM ON STUDENT ATTITUDES TOWARD DEMOCRATIC VALUES

B. J. Allen, Jr.

Florida State University

Tallahassee, Florida

October 3, 1968

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SUMMARY

Over the years, education has been charged with many formidable tasks, none of which has proved to be more enduring or more demanding than the challenge to transmit the whole of American culture to the young. And, in the process of transmission, the young are also expected to acquire a deep and lasting appreciation for the American ethos, a sense of patriotism, and a commitment to democratic ideals.

While this overarching goal permeates the entire school program, the brunt of achieving the objective in practice has fallen to the social studies. Hence, at every grade level some aspect of Americanism forms the foundation upon which is built the social studies program. Traditionally, teachers have sought to develop democratic attitudes through direct teaching of the American heritage, using argumentation and persuasion as a means of bolstering positive commitments to democratic principles.

In recent years, however, numerous studies have shown that young Americans' attitudes toward democratic values are on the wane. Concomitantly, totalitarian communism has arisen as a serious ideological threat to democracy, claiming the loyalty of an increasing number of people. The public has become alarmed; legislatures have expressed concern. Educators have responded by insisting that a new approach be instituted in efforts to ameliorate the situation.

One answer has been to include a study of communism in the curriculum, in the hopes that a knowledge of totalitarian communism will result in a greater understanding of and appreciation for American democracy. In Florida, a minimum of six weeks has been required as a means of achieving just such an objective.

The basis for the present research was to ascertain the effectiveness of studying communism in developing greater commitments to democratic values. Employing the Allen Scale of Beliefs, the investigator's major concern was to determine the direction and quality of change in democratic value attitudes produced from a critical-analytical study of communism.

In addition to the major concern, five minor null hypotheses were formulated and tested. These were as follow:

No significant difference is observable in the magnitude of positive attitudinal change between students:

1. undergoing instruction extended over various quantitative periods of time.
2. undergoing instruction utilizing different organizational patterns.
3. whose fathers have achieved varying levels of education.
4. expressing varying political preferences.
5. receiving instruction from teachers with varying backgrounds.

Using a quasi-experimental pre- and post-test design, the Allen Scale of Beliefs was administered to a sample of 1612 students enrolled in sixteen high schools from four Florida counties, under the tutelage of forty-six teachers.

Immediately prior to receiving instruction, and again following the instructional period, the Scale was administered to the sample. Following each administration, answer sheets were scored, student information coded, and all data transferred to IBM cards. Item and cumulative score means were computed and a "t" test employed to determine the significance, at an .05 level, of the difference between pre- and post-test means. This served as a test for the major hypothesis.

Each of the minor hypotheses was tested by a one-way design analysis of variance technique, followed by a posterior "t" test of means two at a time.

Of the forty-six items on the Scale, students achieved significant mean gain scores on thirteen items and sustained significant loss scores on twelve. Analysis of the content of gain and loss items led the investigator to conclude that the positive effects which could be attributed to studying communism were offset by the negative effects produced. Those attitudinal dimensions that seemed particularly enhanced were more abstract in nature, whereas those attenuated were more concrete.

The implication of this finding is that the study of communism as presently conducted should be modified to focus on comparative and contrasting features between totalitarianism and democracy, thereby minimizing the value ambivalence revealed in the present investigation.

The period of time devoted to studying about communism does not appear to be a significant factor in developing democratic value attitudes, since the less than six weeks period of study produced gains at least as great as the eighteen week period.

In the face of an ever-increasing demand on the social studies to broaden the scope of offerings, the implication of this finding is clear: if communism is to be continued as a part of the social studies program, more than six weeks of study does not seem justified.

Relative to organization for instruction about communisn, the dominant pattern is to use traditional size classes. Hence further investigation relative to the value of differential patterns, does not appear called for.

Students whose fathers were college educated achieved a consistent degree of higher commitment to democratic values after receiving instruction about communism. Therefore, the null hypothesis concerning variations in fathers' educational attainment as related to achievement of democratic value attitudes is not accepted.

Expressed political preference was found to be a significant factor in the degree of democratic value commitment that results from studying communism, and the null hypothesis was not accepted. The most plausible alternative hypothesis is that students who categorize themselves as having "other" political preferences sustain a negative influence from studying communism.

Evidence was found that teacher background is influential in yielding differential degrees of commitment to democratic values, thereby causing the investigator not to accept the null hypothesis. The alternative hypothesis receiving support was that teachers with an "average" background are more successful in achieving higher commitments to democratic values.

On the basis of the results found in this investigation, the following research efforts are recommended:

1. An in-depth study of the existence of value ambiguities among students, focusing on the sources which might contribute to internal value conflicts.

2. Experimentation with different approaches for teaching about totalitarianism and the subsequent attitudinal outcomes.

3. Investigation of the democratic value attitudes of prominent socio-political groups, compared with similar attitudinal dimensions of students at varying levels of education.

CHAPTER I

INTRODUCTION TO THE PROBLEM

Background

In recent years, a debate has raged across the land among people from all strata of society about the role, if any, of the schools in the teaching of values. On the one hand are those who contend that schools must remain neutral and leave the teaching of values strictly to the home and other social institutions; on the other hand, there are those who feel that values should provide the core about which all instruction revolves. And in between these extremes, an infinite variety of opinions can be heard.

Educators have not been deaf to the dispute. More often than not they have been caught in a cross-fire of opinion that poses a serious dilemma. Generally, teachers and administrators have pursued a wise course of action by delineating the value spectrum, specifying which domain is to be considered and which omitted.

One dimension to be considered, and on which consensus is not lacking, involves those values which most directly relate to the survival of the democratic ethos. The public and educators alike appear to agree that the inculcation of values necessary for the perpetuation of democracy must be a fundamental objective of American schools. And to this end, the school curriculum has traditionally sought to instill in the young a sense of patriotism and to re-enforce democratic attitudes.

The brunt of achieving this objective has fallen to the social studies. A cursory study of typical social studies objectives reveals that few, if any, courses are designed which do not, explicitly or implicitly, have as a major objective the development of democratic attitudes. In fact, the more recent discussions of curricular objectives attach a real sense of urgency to achieving these ends.

Perhaps there is a reason for growing concern. For during the past several decades, a sharply conflicting ideological force has risen to challenge democracy. Though manifest in different forms, the perceived threat most often takes the shape of totalitarian communism. And concomitant with the awareness of the threat posed to democratic societies by communism has been the distressing fact, reported in numerous studies, that young Americans' attitudes toward democratic values are seemingly on the wane.

To counteract this situation, educators and spokesmen for the public have responded by insisting on following one of two courses of action: bolster the offerings in social studies which focus on American government and the American heritage, or include in the curriculum specific courses or units of work which unveil the threat posed by communism. Of course, in some instances both have been instituted.

So serious is the matter felt to be that a majority of the states have seen fit to set forth rather rigid expectations of the schools in treating the subject. Some have gone so far as to prescribe the study about communism by legislative enactment. In each instance, the objectives proffered are twofold: to develop a more intelligent understanding of the nature of communism and, by so doing, deepen the commitment to democracy. Florida is one of the states which enacted a prescriptive law, 1961, requiring that all senior high school students receive instruction about communism prior to graduation. The law requires that a minimum of thirty classroom hours be devoted to such instruction.

Subsequently, in Florida, the State Department of Education ordained a committee, consisting of both lay and professional members, to create a study guide[1] that would assist teachers in carrying out the legislative mandate. Relative to the purpose for studying about communism, the Committee spelled out the following objective:

> To develop a greater appreciation of the American heritage, specifically the importance of the human dignity of the individual and freedom, as reflected in our governing, economic, and social systems--the American system.

In great part, this objective is based on sound educational grounds, primarily as a result of anthropological assertions. Cultural anthropologists have long held to the notion that keen insights into one's culture might be established through studying other cultures,[1] creating in the process a greater appreciation of his own cultural systems. It might be said, in fact, that this generalization from anthropology provided the rationale for the aforementioned objective for studying communism.

---

[1] A Resource Unit: Americanism Versus Communism (Tallahassee: State Department of Education, 1962).

How applicable, however, is this generalization when the study involves two cultures with substantially different ideological bases? It was to seek an answer to this question that generated the present investigation.

More specifically, however, the research reported herein sought to answer questions related to the efficacy of the study about communism in yielding more positive attitudes toward democracy. In short, does a formal study about communism result in a greater degree of commitment to democratic values?

Related Literature

It was pointed out in the previous section that a high degree of consensus exists in America relative to the responsibility of education for teaching democratic values. Moreover, the social studies curriculum is fundamentally the vehicle through which this purpose has been pursued. How well the social studies have done and how effective has been the teaching is open to question.

In a study several years ago, Remmers and Radler[2] investigated the attitudes toward democratic values held by teenagers. Their conclusions were somewhat grim:

> More than one-half of our teenagers believe that the censorship of books, magazines, newspapers, radio, and television is all right; that the FBI and local police should be allowed us use wire-tapping at will; that police should be permitted to use the "third degree"; that people who refuse to testify against themselves should be forced to do so; that obedience and respect for authority are the most important habits for children to learn.

More recently, Remmers[3] has edited a compilation of studies which attest to the widespread feeling of youth that democratic values are not necessarily inviolable, Horton[1] a student of Remmers, after analyzing the effect on student attitudes toward democratic values of courses in social studies, concludes that no constructive effect existed. In fact, students who had taken a course in Civics tended to be less in agreement with the Bill of Rights -- a shocking revelation, to say the least.

---

[1] Ruth Benedict, Patterns of Culture (New York: The New American Library of World Literature, Inc., 1934), pp. 216-217; Clyde Kluckholn, Mirror for Man (New York: Fawcett World Library, 1944) pp. 35-40.

[2] H. H. Remmers and D. H. Radler, "Teenagers Attitudes," Scientific American, Vol. 198 (June, 1951), pp. 25-30.

[3] H. H. Remmers (ed.), Anti-Democratic Attitudes in American High Schools (Northwestern University Press, 1963).

The very low level of acceptance among students of the principles embodied in the Bill of Rights, caused Nash[2] to conclude that

> ... if a healthy democracy presupposes a people in harmony with the nation's basic beliefs as expressed in law, it would appear that either the Constitution or the opinion of the American public ought to be changed.

Nolan, et al.[3], expressed concern about the authoritarian tendencies of high school seniors as reflected by responses to the California "F" Scale. In fact, in their concluding remarks they question whether education makes any contribution to the development of democratic values.

Such evidence, condemnatory of prevalent social studies offerings which perforce are charged with the responsibility for teaching democratic values, makes the examination of existent methods and procedures in the teaching of values imperative.

The instructional procedures which have dominated in the teaching of values involve direct methods of argumentation and persuasion, i.e., a didactic approach. Appeals are made to students relative to the beneficent nature of democratic values, and arguments are presented in an effort to persuade them that contemporary issues can be dealt with most conclusively by having an idealistic, democratic value frame of reference.

A number of investigations have been made of the effect on attitudinal change resulting from educational influences. Often, these studies have lacked specificity regarding the precise attitudinal dimension being explored. Lehman,[1] for example, endeavored to determine changes in attitudes, values and critical thinking which occurred among college students from the freshman to senior years. The results were inconclusive, revealing little information about the relationship between educational programs or courses of study and effect on attitudinal change.

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[1] Ibid., p. 58.

[2] Paul Nash, "Should We Abandon the Bill of Rights?" Social Education, Vol. 23 (December, 1959), pp. 371-372.

[3] Edward G. Nolan, et al., "Attitude Formation in High School Seniors: The Journal of Educational Research Vol. 57 (Dec., 1963) pp. 185-187.

Somit[2] sought to investigate the extent of favorable change in attitudes toward certain political values resulting from instruction in American government. Finding no statistical significance in the magnitude of change, he concluded that such instruction, while yielding greater knowledge and understanding, does not necessarily result in favorable attitudinal changes.

Some investigations, however, add a note of optimism about efforts to influence democratic attitudes in a positive sense. Hoover[3] explored the effect on attitudinal change of a "problem-solving approach," centered about controversial issues generated from three broad problem areas: due process of law, urban growth, and labor-management. Employing the Hoover Attitude Scale on a pre and post-test basis, the investigator concluded that the problem-centered approach built around certain controversial issues results in favorable change in attitudes toward democratic values.

Haiman[4] sought to assess the extent of change in "open-mindedness" among college students in a course on discussion and group leadership. Employing the California "F" Scale, Rokeach's Dogmatism Scale, and an instrument he developed, Haiman found a significant change in "open-mindedness" resulted.

Dawson,[5] utilizing a questionnaire that he constructed, found that a more sympathetic attitude toward labor's role in a democracy resulted from an objective treatment of labor in America.

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[1] Irvin J. Lehman, "Changes in Critical Thinking, Attitudes and Values from Freshman to Senior Years," Journal of Educational Psychology, Vol. 54 (1963), pp. 305-315.

[2] Albert Somit, et al., "Evaluating the Effects of Social Science Instruction," Journal of Higher Education, Vol. 26 (1955), pp. 319-322

[3] Kenneth H. Hoover, "Using Controversial Issues to Develop Democratic Values Among Secondary Social Studies Students," The Journal of Experimental Education, Vol. 36 (Winter,1967), pp. 64-69.

[4] Franklyn S. Haiman, "Effects of Training in Group Processes on Openmindedness," Journal of Communication, Vol. 13 (December 1963), pp. 263-65.

[5] George G. Dawson, "Changing Student Attitudes," Improving College and University Teaching, Vol. 14 (Summer, 1966), pp. 200-203.

Elly,[1] employing Thurstone and Bogardus-type attitude scales, found that when specifically designed materials are utilized in conjunction with teachers who are themselves committed to the objectives sought, significant changes in attitudes result. Conventionally taught courses staffed by teachers with no particular attitudinal commitment yield little, if any, attitudinal change.

The above brief review of selected studies suggests that positive attitudinal change occurs when instruction is aimed directly at the attitudinal dimension involved. Furthermore, several studies discussed below reveal that an indirect or adverse approach might also yield attitudinal change. Such an approach implies that attitudes could be changed if instruction involves referents towards which students are adverse.

Sargent and Webb[2] investigated attitudinal change resulting from students' exposure to radical speakers. Employing a semantic differential technique, the investigators concluded that while no significant shifts were found to have occurred toward the respective speakers' positions, there was evidence that attitudes changed away from the radical position and in the direction of the normative democratic position. In essence, the speakers had an adverse effect on attitudes.

Woodruff and DiVesta[3] found that student attitudes appear to be a function of the way an object is conceived from the standpoint of the effect of the object on "cherished values." That is, if the concept of an object is changed, so that its effect on certain values is altered, the attitude will reflect this change. This study has particular relevance to attitudinal change utilizing the indirect approach.

A student's attitude, for example, is favorable toward censorship of the communication media because he believes that such controls provide a means for attaining a higher degree of national security--national security being a "cherished value." To change his attitude in such a way as to make censorship seem an unfavorable practice, the student must have his conception of the act of censorship changed. If through instruction he can be shown the adverse effects of censorship, for example on national morale and how this in turn produces national insecurity, the student, using the Woodruff and DiVesta conclusion, will have his attitude altered.

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[1] Warwick B. Elly, "Attitude Change and Education for International Understanding," Sociology of Education, Vol. 37 (Summer, 1964) pp. 318-325.

[2] Leslie Sargent and Thomas Webb, "The Radical Speakers on the University Campus -- A Study in Attitude Change," Journal of Communication, Vol. 16 (Sept., 1966), pp. 199-212.

[3] Asahel D. Woodruff and Francis J. DiVesta, "The Relation Between Values, Concepts and Attitudes," Educational and Psychological Measurement, Vol. 8, (Winter, 1948), pp. 645-659.

The above investigations lend strong evidence to support the notion that attitudes can be changed utilizing indirect methods of instruction and content with adverse connotations. The course in communism focuses on values and practices that are in sharp contrast to the normative values which inhere to a democratic society. Hence, the underlying rationale for this investigation is that by studying communism, an ideological and social system consisting of elements which are adverse to a democratic system, students will develop a more positive commitment to democratic values.

Objectives for the Investigation

To recapitulate briefly, anthropologists have concluded that from studying other cultural systems, one's understanding of his own culture will be ameliorated. The studies cited in the foregoing section suggested that utilization of content adverse to one's particular belief system resulted in positive attitudinal change.

Allowing these generalizations as a theoretical foundation, the major hypothesis for the present study can be formulated as follows:

> Students undergoing a critical-analytical study of communism, a system having different values and employing different means of implementation, will develop a greater understanding of and appreciation for democratic values.

Definitions: (1) Critical-analytical study--a teaching procedure recommended by the Advisory Committee[1] which suggests that the communist system should be considered without comparing it to the American system. That is, content that could be identified as "Americanism" is excluded from the study.

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[1] The committee appointed by the State Department of Education which developed Florida's resource unit on teaching about communism.

(2) Understanding of and appreciation for American values--extent of commitment to democratic values as measured by responses to the Allen Scale of Beliefs.[1] "Greater" understanding and appreciation relates to the degree of positive change as determined by item and cumulative score means on the Scale.

Assumptions: (1) That students studying communism in Florida schools, in accordance with the legislative enactment, are being instructed within a critical-analytical teaching framework.

(2) That the stated objective formulated by the Advisory Committee (see statement of the objective on P. 4) is an accepted objective on the part of those teaching the subject matter.[2]

(3) That the Allen Scale of Beliefs measures democratic value attitudes to an extent satisfactory for group generalizations.[3]

The Florida requirement relative to instruction about communism has been implemented in the schools in a variety of ways. Also, students receiving the instruction are quite heterogeneous in composition. Hence, it becomes relevant to the investigation to determine if particular organizational plans and/or student backgrounds influence the attitudinal change resulting from a study about communism.

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[1] See Appendix A.

[2] See Appendix B.

[3] See Appendix C, abstract of the investigator's doctoral dissertation.

Therefore, the following null hypotheses will be tested:

(1) No significant difference is observable in the magnitude of positive attitudinal change between groups of students undergoing instruction extended over various quantitative periods of time.

(2) No significant difference is observable in the magnitude of positive attitudinal change between groups of students undergoing instruction utilizing different organizational patterns.

(3) No significant difference is observable in the magnitude of positive attitudinal change between students whose fathers have achieved varying levels of education.

(4) No significant difference is observable in the magnitude of positive attitudinal change between students expressing varying political preferences.

(5) No significant difference is observable in the magnitude of positive attitudinal change between students receiving instruction about communism from teachers with varying backgrounds.

CHAPTER II

PROCEDURES AND METHODS

Since the 1961 Florida Legislature enactment prescribing that students receive instruction about communism, the sixty-seven county school systems have complied with considerable variation. Some have increased the six week period, or 30 classroom hours, requirement to fit particular organizational needs; others have held to the six-week minimum requirement.

For the most part, the pattern has been to allocate six of the thirty-six weeks of a regular social studies course to the subject of communism. And, more often that not, this provision has been accomodated by modifying the eleventh-grade U. S. History offering. If not in the U. S. History courses, it is usually found in twelfth-grade "Problems." In a minority of the counties, the requirement has been met by introducing a semester course. In instances where this pattern prevails, the semester rarely deals exclusively with the subject of communism, and usually includes some treatment of American economics.

The administrative organization has also differed among the counties. For a majority of students, instruction about communism is via traditionally organized classes, i.e., in a class of under forty students under the tutelage of a regular social studies teacher. A considerably smaller number are taught in large classes, i.e., classes of 100 or more. Presently, virtually none of the counties rely on instructional television, although several years ago this was a fairly popular means for meeting the requirement.

Procedures and Sample Selection

The original plan called for utilizing six county systems in the study. The criteria for selection was that the combination of counties should enroll a substantial proportion of the total student population, and that counties should be chosen from several regions of the state. Due to circumstances beyond the investigator's control, the original plan had to be modified.

In February, 1968, the Florida Education Association staged a protest over the lack of financial support for education, culminating in the resignation of the majority of the state's teachers. The crisis occurred at a critical time insofar as this study was concerned, and, instead of six counties as anticipated, four were used. The four counties, however, still met the above criteria.

The preliminary questionnaire sent to the respective county social studies supervisors[1] provided the following information:

1. Period of time devoted to the study of communism by the various high schools in the county and the number of students involved.

2. Organizational patterns practiced in studying about communism in the various county high schools and the number of students involved.

3. An agreement from the county administration that participation in the study was assured.

Following this, personal contacts were made with each county supervisor, and in Escambia and Dade Counties, the investigator appeared in a seminar session with most of the social studies department heads of the high schools.

By direct mail contact with all high school social studies department heads in the four counties,[2] the investigator determined the number of teachers in each school who were teaching about communism, the number of classes taught, and the number of students in each. Also obtained were: period of time subject was taught for each class, whether in traditional or larger-size classes, and an agreement on the part of the teachers to participate.

From this information a master listing was made for all classes being taught the subject of communism (if a teacher taught five classes, he was listed five times), when the period of instruction commenced and ended, and the numbers of students enrolled.

Complete data was compiled on 200 separate classes and a system of random numbers was employed to select those teachers whose students would comprise the sample. The intention was to have a sample of approximately 2000 students enrolled with sixty teachers. However, again in part due to the education crisis that continued into the early Spring, the sample was comprised of 1612 students and forty-six teachers. A detailed discussion of the sample is included in Chapter III.

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[1] See Appendix D.

[2] See Appendix E.

Having identified the sample and received agreement from the teachers to assist in the investigation, the Allen Scale of Beliefs and Answer Sheets in ample quantity were sent to each teacher prior to the specified data for beginning instruction about communism. Instructions for administering the Scale[1] were also sent each teacher.

Immediately upon receipt of the completed answer sheets from each class, files were carefully made and coded as to teacher. For each class included in the sample, a date was specified for mailing to teachers the Scale and answer sheets in time for post-testing, following completion of the communism study. Receipt of the post-test set in motion the task of pairing each student's pre and post tests.

Since student names were not requested, pairing was done from information requested on the answer sheets.[2] First, this was done by matching date of birth and, failing to match, by pairing birthdate with father's occupation.

When both pre and post-tests for each student in a particular class had been received, answer sheets were scored, student numbers assigned, the informational data coded and all transferred to IBM cards, i.e., two cards for each student, one for pre-test and one for post-test data.

A brief word about the Scale is in order at this point.[3] The Scale was designed to test the degree to which students held higher or lower democratic value attitudes. The assumption was made in constructing the instrument that values are composite abstractions which will be reflected in reactions to a large number of interrelated referents. Each referent would relate to some general social, economic, or political object, idea, situation or practice in the American democratic system. For each such referent, a scale item was (in some cases, several) constructed which allowed responses to be placed upon a five point scale, i.e., a low value attitude would be (1) or (2), irresolute a (3), and a high value attitude a (4) or (5).

Scoring of the scale is done by assigning a value of from 1 to 5 for each item, depending on the response category chosen and the directional weighting of the item. The directional weighting for each item, i.e., whether a strongly agree or strongly disagree response is assigned the value of 5, is shown following the items presented in Chapter III. The cumulative score is the sum of item scores.

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[1] See Appendix F.

[2] See Appendix A2.

[3] See Appendix C for more detailed information of statistical properties.

Analysis and Tests of Hypotheses

The research design is quasi-experimental and involves a relatively simple, straightforward prodecure. The major hypothesis had as the independent variable the study of communism, without regard for length of time studied, organizational pattern, etc. The dependent variable was item mean scores and cumulative mean scores on the Scale achieved by the total student sample in the study.

For each of the minor hypotheses, the independent variables related to the varying time periods communism was studied, the organizational pattern established, educational background of fathers of the sample, political preference, and background of teachers instructing the sample. In each instance, the dependent variable was item and cumulative mean scores on the Scale.

Test of Major Hypothesis

Item and cumulative score means and standard deviations were computed for the sample for the pre and post administration of the Scale, each student's pre-test score being paired with his post-test score. For each item and the cumulative score mean, a "t" test was employed to determine the significance of the resulting difference between pre and post means, an .05 level being demanded.

Each item, including cumulative score means, in which a significant difference occurred is analyzed and a tabular comparison presented. And, on these bases, conclusions are stated relative to positive or negative change resulting from instruction about communism.

Tests of Minor Hypotheses

Each of the minor hypotheses is stated in a null-form, i.e., that no difference significant at the .05 level occurs between groups, constituted on different bases, from within the sample. In each test, a one-way design, analysis of variance was employed in making a determination of difference on item and cumulative score means.

To test the first minor hypothesis, the sample was sorted on the basis of period of time involved in studying communism. This produced four groups for comparison, i.e., those who were instructed for less than six weeks, for six to eleven weeks, for twelve to seventeen weeks and for eighteen weeks.

The second minor hypothesis called for sorting the sample on the basis of organizational pattern, producing only two patterns: those involved in traditionally organized classes, the vast majority, and those in large classes, i.e., 100 or more.

The third minor hypothesis, relating to expressed political preference, was a test between five groups. These were identified as liberal Democrats, conservative Democrats, liberal Republicans, conservative Republicans, and a category labeled "other".

The fourth minor hypothesis also involved sorting into five groups, based on father's education. These were categorized in terms of the highest education attained by fathers of the sample, i.e., junior high, high school, college, college graduate, and an "other" category.

The fifth minor hypothesis involved a test between four groups, based on the background of the teachers from whom instruction was received. Teachers were categorized, and the sample sorted, into groups having superior, above average, average and fair backgrounds. Since this information was obtained directly from the teachers, rather than from the information furnished by students, a brief description of the procedure for categorization follows.

a. for each year of teaching experience, a value of 5 was given.

b. for each formal collegiate-level course in communism, or in a closely related subject, e.g., history of a communist state, a value of 2 was awarded.

c. for holding at least a bachelor's degree, a value of 20 was assigned; a master's degree, a value of 25.

d. for each of the forty-six teachers, a sum total was computed and categorization was based on the following ranges:

50 and above = Superior
40-49 = Above Average
32-39 = Average
25-31 = Fair

The criteria for categorization is, admittedly, somewhat tenuous. And, in subsequent reporting, the point will be emphasized that background as here defined may not be related to quality teaching.

Following a detailed discussion and analysis of each minor hypothesis in Chapter III, conclusions will be stated on the basis of the evidence produced by the tests. In addition to analysis of variance, a posterior "t" test was applied to the means two at a time.

CHAPTER III

ANALYSIS OF DATA

The data analyzed in this chapter are based on the results of administering the Allen Scale of Beliefs on a pre-test and post-test basis to 1612 students in four Florida counties. Forty-six teachers in sixteen high schools cooperated in this effort, administering the Scale immediately prior to commencing instruction about communism and, again, immediately following the instructional period.

Profile of the Sample

Sample Characteristics Compared with the General Population of the Four Counties

Considerable background and status information was requested of the sample as part of the study to facilitate the analyses relative to the major and minor hypotheses upon which the investigation focused. The purpose of this section is to specify in some detail the particular characteristics of the students comprising the sample.

There are 28,713 sixteen and seventeen year olds enrolled in the public and private schools of the four counties in which the study was conducted.[1] And, since this is the age group in Florida most likely to be involved in instruction about communism, the proportional comparisons by counties in Table 1 between the actual enrollment and the sample suggest adequate representativeness.

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[1] Alvin B. Biscoe, Jr. et al., eds., Florida Statistical Abstract, 1967 (Gainesville: College of Business Administration, University of Florida, 1967), pp. 67-68. Based on 1960 Census of Population.

TABLE I

COMPARISON OF THE PROPORTIONS OF ENROLLMENT OF SIXTEEN-SEVENTEEN YEAR OLDS WITH PROPORTIONS OF THE SAMPLE IN EACH OF THE FOUR COUNTIES

	Enrollment N=28,713	Sample N=1612
Brevard	7.3	2.0
Dade	70.3	66.0
Escambia	15.3	20.0
Leon	6.5	12.0

In Table 2 the educational attainment attributed to fathers of the sample are compared, proportionately, with the official data on adults.[1] It is well to note, however, that this comparison is based on both male and female adults for the official data and only the male adult for the sample. Even with this caution in mind, it would appear that the sample, generally, is drawn from students whose parents are somewhat better educated than the adult citizenry--at least in the four counties represented. Especially is this noteworthy, since 86% of the total sample are drawn from Dade and Escambia counties and in each of these counties the proportion of college graduates is considerably greater than that officially reported. Of course, "better educated" is an ambiguous term in many ways, and, perhaps, studying the contrasts shown under "other" in the Table diminishes the accuracy of any comparison.

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[1] Ibid, pp. 69-70.

TABLE 2

COMPARISON OF THE PROPORTIONAL LEVEL OF ADULT EDUCATIONAL ATTAINMENT OFFICIALLY REPORTED WITH THAT OF THE FATHERS OF THE SAMPLE

Educational level	Brevard	Dade	Escambia	Leon
Junior High				
Official	25.5	31.3	35.7	31.8
Sample	35.0	12.1	20.5	15.8
High School				
Official	31.0	28.0	25.6	21.7
Sample	45.0	48.2	38.0	46.6
College				
Official	12.4	11.2	8.2	12.0
Sample	10.0	16.0	10.5	11.6
College Graduate				
Official	11.0	8.5	7.2	17.0
Sample	10.0	19.2	22.0	24.1
Other				
Official	19.2	21.0	24.0	17.0
Sample	0.0	4.5	9.0	2.0

Students in the sample were requested to express one of five political preferences, i.e., liberal or conservative Republican, or other. Grouping the liberal and conservative elements into Democrats and Republicans, and allowing the "other" category, produces three preferential political categories which can be contrasted with the general population.

Comparing actual voter registrations[1] in the four counties in the study with these three categories of political preferences expressed by the sample produces the following contrasts: of the 595,761 registered voters in the four counties, 86% are Democrats, while 61.6% of the sample indicated a Democratic preference. Republicans account for 12% of those registered, whereas the preference for Republicans by the sample was 23.9%. Only 2% register as affiliated with other political parties, but 14.6% of the sample expressed an "other" preference.

Further comparisons by counties of political affiliation with sample preferences are presented in Table 3.

The most striking observation resulting from an analysis of this comparison is that the sample preference for "other" political persuasions is considerably greater than those officially registered with "other" parties. The sample further expresses a greater preference for the Republican Party than do those officially affiliated as Republican, a lesser preference for the Democratic Party than officially registered Democrats. It is likely, however, that this difference is not as noteworthy as first apparent, due largely to the nature of the primary election procedures in Florida. Until recently, one who registered as other than Democrat was precluded from participating in local elections because of the virtual nonexistence of a Republican Party. This appears to be changing. And, in all likelihood, future official voter registration figures will reflect the growth of the Republican Party in Florida politics.

The reader is cautioned that to draw clear-cut trend conclusions relative to politics in Florida would seem unwarranted from the foregoing data. But it would appear that the young people in this sample are less inclined than their parents to allign with either of the two major political parties.

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[1] Florida Statistical Abstract, 1967, op. cit., pp.374-375.

TABLE 3

PROPORTIONAL PARTY AFFILIATION OF REGISTERED VOTERS IN THE FOUR COUNTIES COMPARED WITH POLITICAL PREFERENCES OF THE SAMPLE

Counties	Democrats		Republicans		Others	
	Regis'd	Sample Pref.	Regis'd	Sample Pref.	Regis'd	Sample Pref.
Brevard	73.0	64.0	25.0	12.0	2.0	24.0
Dade	81.0	64.0	12.0	27.0	7.0	9.0
Escambia	94.0	45.0	5.0	18.0	1.0	37.0
Leon	93.0	74.0	5.0	19.0	2.0	7.0

Internal Characteristics of the Sample

One of the several concerns in this study was to determine if the period of time devoted to instruction about communism and organizational patterns significantly affected attitudes toward democratic values. Figure 1 makes a proportional comparison of numbers in the sample relative to these two variables.

It had been assumed prior to beginning the investigation that a substantial proportion of students were instructed via large classes, i.e., classes of the lecture-type involving upwards of 100 students, and that Instructional Television (ITV) would be utilized in some instances. It was found, however, that only 4.5% of the sample were involved in what could be labeled "large-classes," and none received instruction, primarily, via ITV. This means that nearly all, 94.5% of the sample, were instructed about communism in traditionally organized classes, i.e., classes of less than forty students.

Insofar as the period of instructional time devoted to studying about communism was concerned, it was thought that considerable variations occurred around the state. Figure 1 bears out this assumption, although the majority of the sample, 51.5%, received instruction over a six to eleven week period, and, since Florida schools operate on six-week blocks of time, it can be concluded that the six to eleven week designation for the most part means six weeks. Moreover, the twelve to seventeen

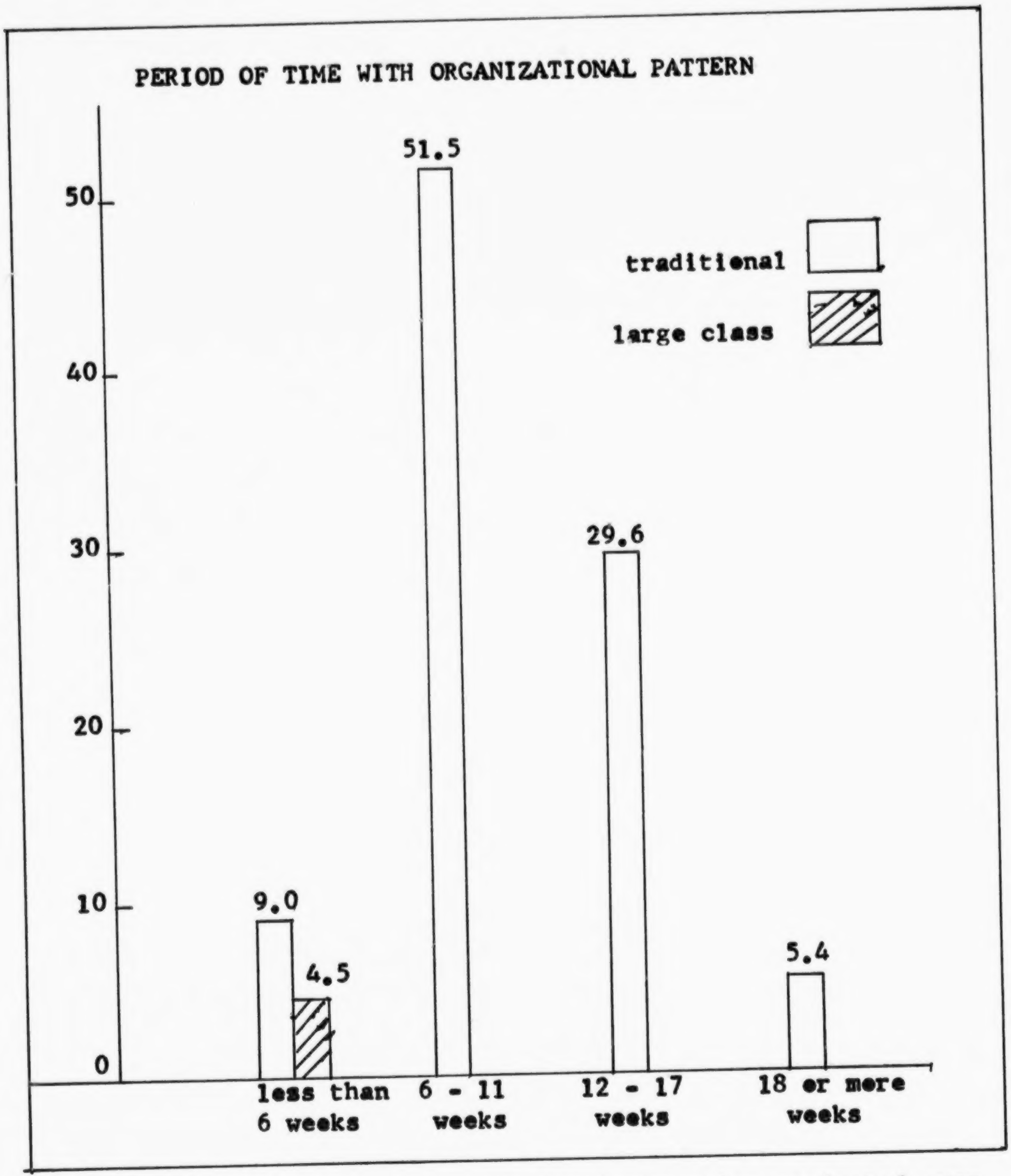

Figure 1 . Organizational pattern for instruction conducted over varying time periods.

week designation means twelve weeks; the eighteen or more weeks means one semester.

To determine if the period of instructional time varied within the counties, Figure 2 was developed. It will be noted that Brevard County, comprising only 2% of the sample, shows only the eighteen week pattern. Dade County, comprising 66% of the sample, engages in a variety of patterns, but predominately offers instruction for six weeks. Escambia, comprising 20% of the sample, reveals three patterns, with the twelve week period being most

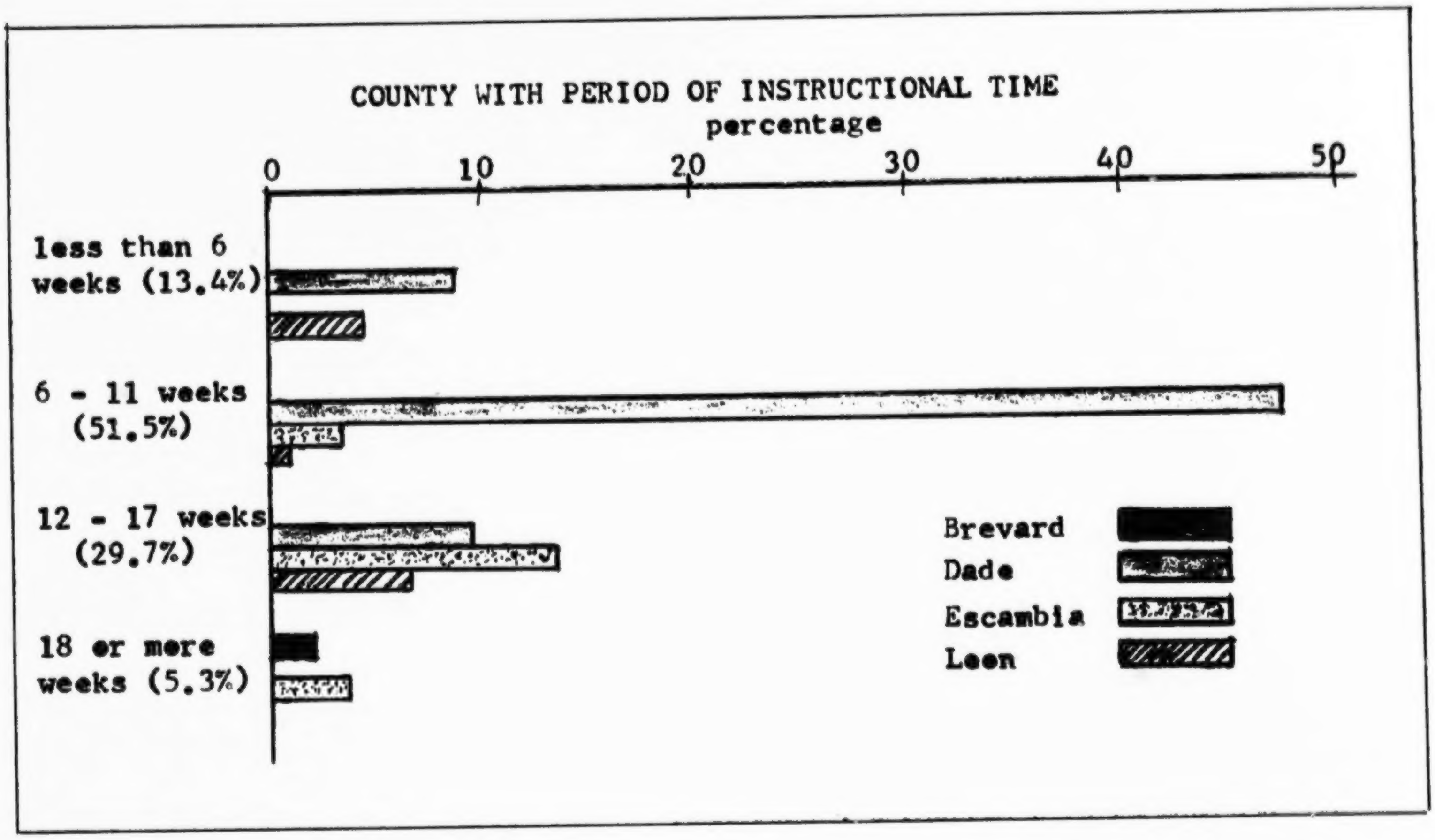

Figure 2. Proportions within counties receiving instruction over varying time periods.

typical. In Leon County, 12% of the sample, the twelve week period is more frequent than either the six week or semester pattern.

The sample was requested to indicate the highest level of education attained by both parents. Responses were grouped into the five categories shown in Figure 3. For 53% of the mothers and 45.9% of the fathers, high school completion was the highest attainment. A considerable proportion of the fathers, 20.2%, were college graduates; the mothers were college graduates for 13% of the sample. But when some college attendance by fathers, 15.3%, and mothers, 16.6%, is combined with college graduates, it is noteworthy that 35.5% of the fathers and 29.6% of the mothers were either graduates of college or had some college background. This adds additional support for the statement made earlier, that generally the parents of the sample are somewhat better educated than the general adult population of the four counties.

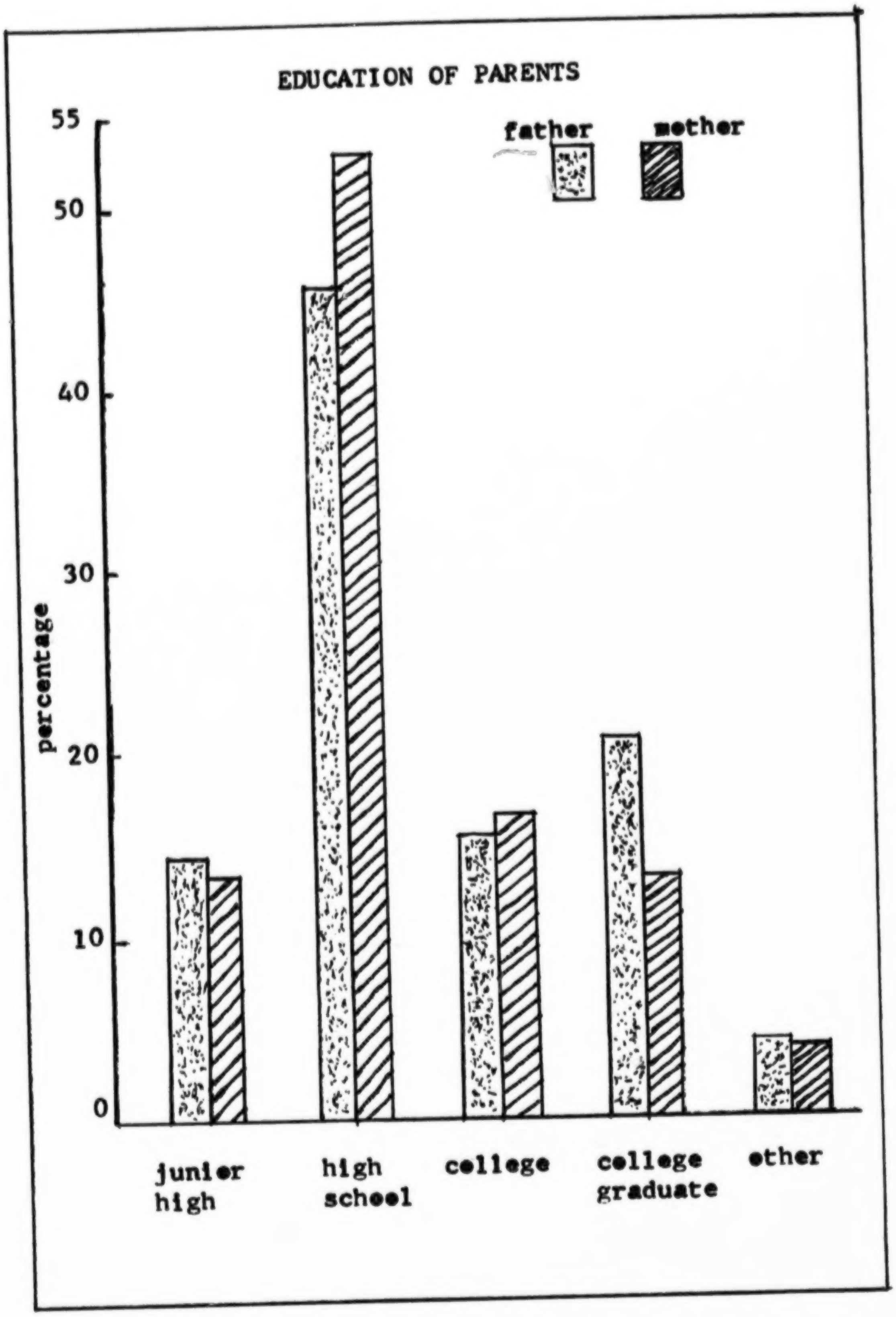

Figure 3. Comparison of educational level of mothers with fathers.

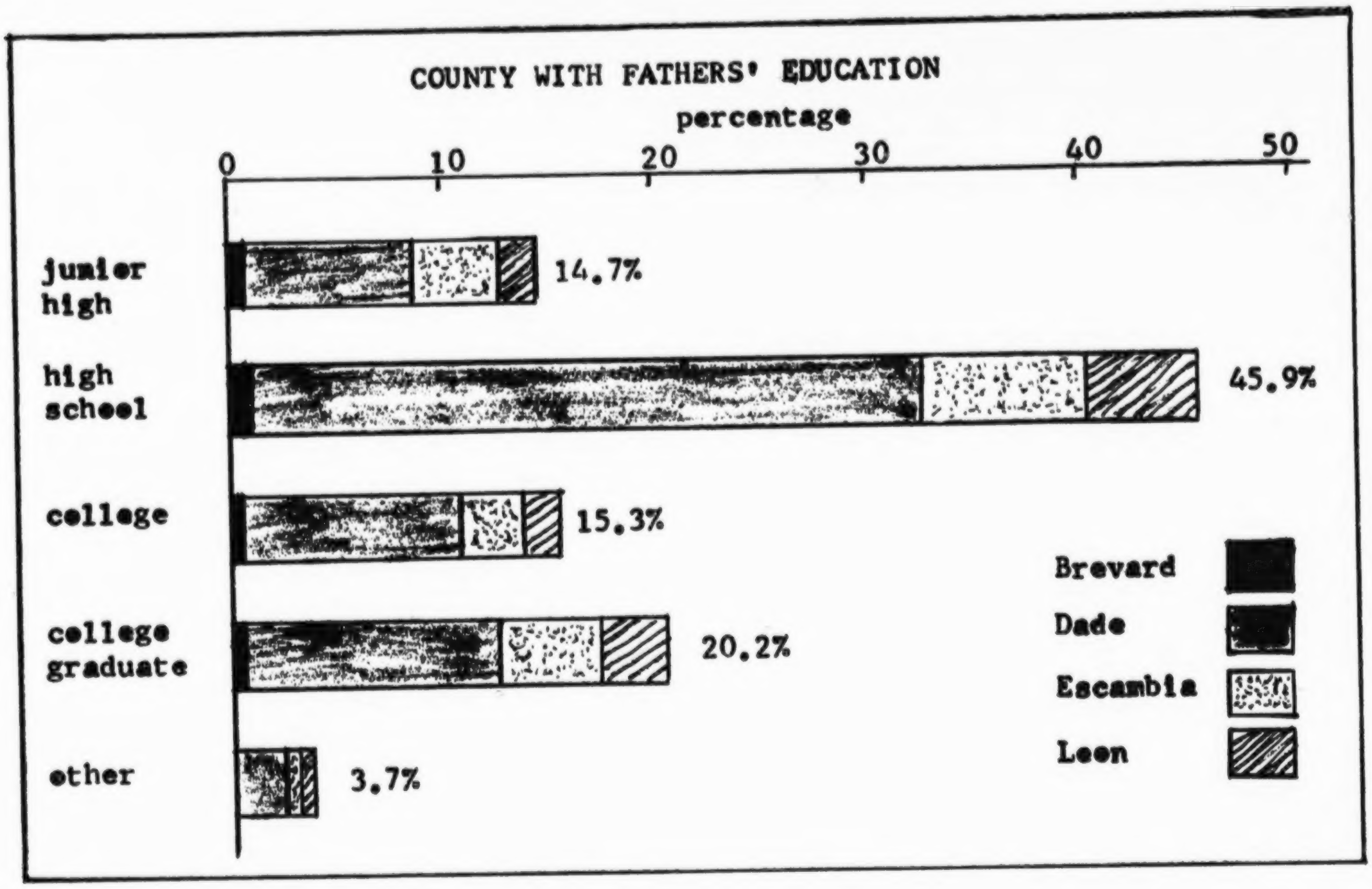

Figure 4 . Educational level of fathers, showing proportions in each category from the four counties.

Figure 4 presents a relative comparison by county of the educational attainment by fathers of the sample. In each county the proportional level of education closely parallels the proportions of educational attainment for the sample as a whole.

When political preference expressed by the sample is compared to educational attainment of fathers, Figure 5, several points are worthy of comment. First, regardless of educational background of their fathers, at least 50% of the sample in each category express a Democratic preference, i.e., either liberal or conservative. Students whose fathers are college graduates most nearly tend to give as much as one-half their support to a political persuasion other than Democratic. Eliminating the "other" category, it is found that the sample prefers a Democratic persuasion by roughly three to one in each category except for the sample where fathers were college graduates. In this category, a Democratic preference comprises 58% compared to 42% for the Republican. This, of course, bears out a number of other findings[1] which report that a higher proportion of higher status individuals tend more to follow a Republican than a Democratic persuasion.

If comparisons are made of the proportions in each educational

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[1] For example, see Vernon O. Key, Jr., Public Opinion and American Democracy. (New York: Knopf, 1961).

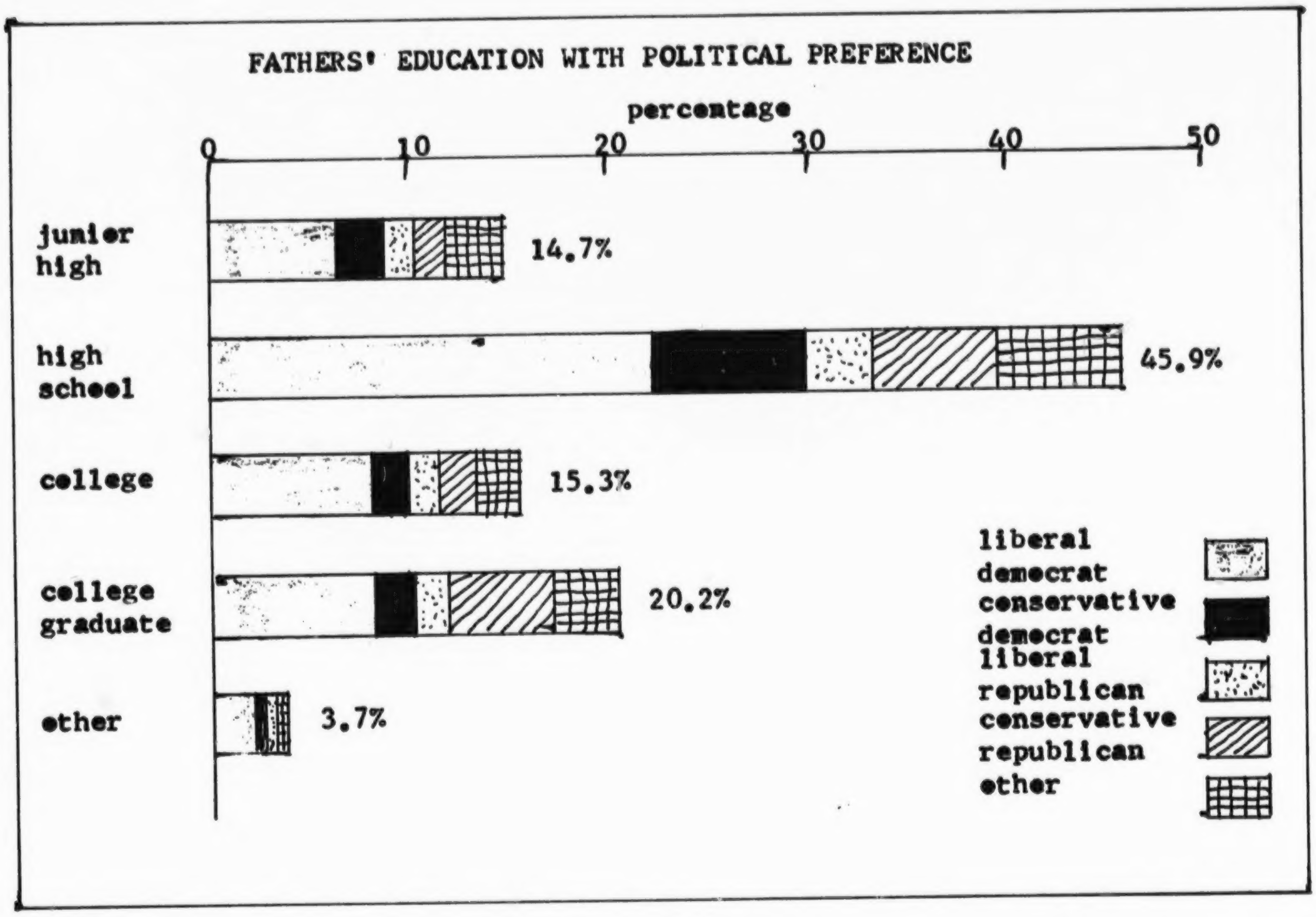

Figure 5. Proportion of sample whose fathers fall into each educational level, showing relative proportions in each category of political preference.

category who identified themselves with either a liberal or conservative label, regardless of Party preference, it is seen that: for those whose fathers attained a junior high level, 7.5% are liberal, 4.2% are conservative; a high school background for fathers finds 25% liberal, 15% conservative; some college background for fathers results in 9.9% liberal, 3.9% conservative; for those whose fathers are college graduates, liberals comprise 9.9%, conservatives make up 7.3%.

Figure 6 is included to show that between the sexes in the sample, there are only slight differences relative to political preference. With girls comprising 53% and boys 47% of the sample, 64% of the girls express a Democratic preference compared to 61% of the boys. The girls prefer Republican labels in 22.8% of the cases, the boys in 23.8%. In the "other" category, 15% of the girls indicate this preference compared to 14.2% of the boys who do so.

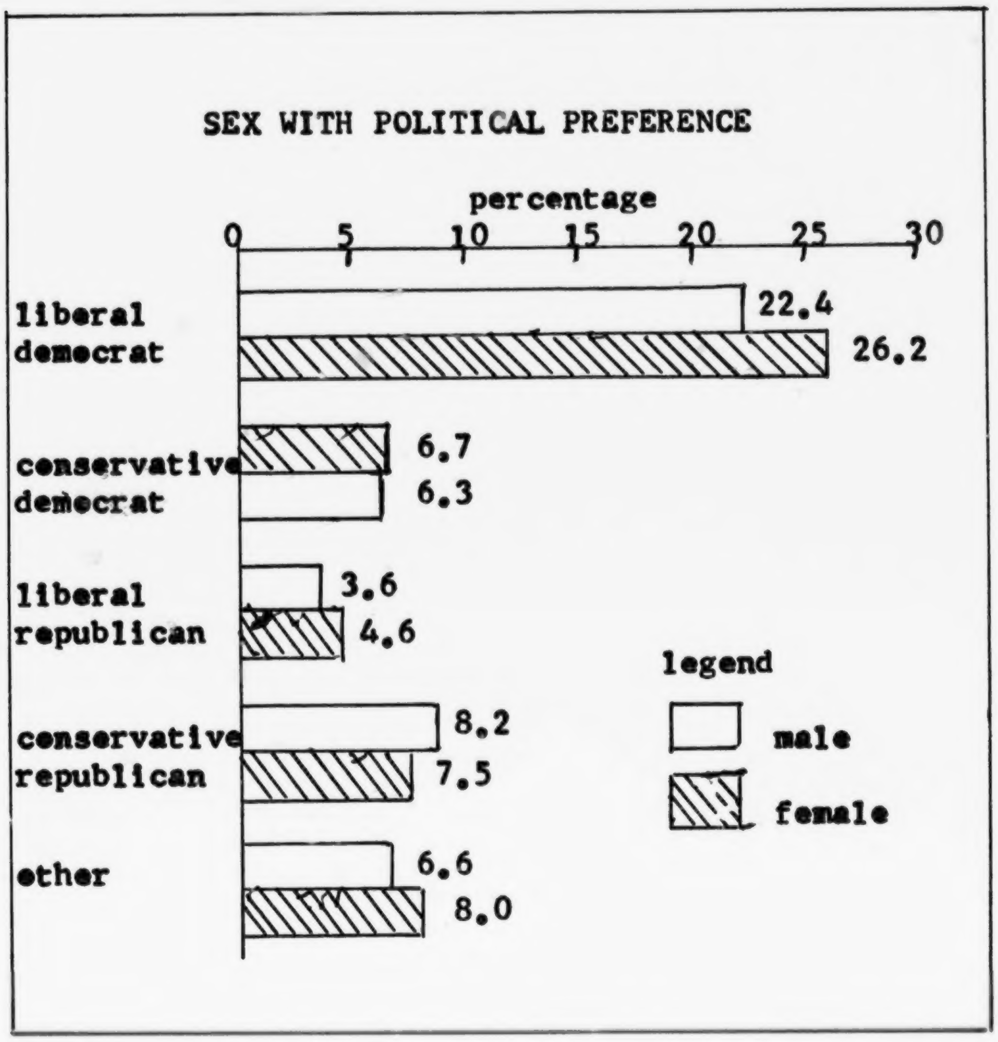

Figure 6 . Proportions of the total sample in each category of political preference, according to sex.

Students in the sample were asked to specify the occupation of their fathers. These specific occupations were categorized into one of nine areas[1] and the proportions in each are reflected in Figure 7. The purpose for obtaining this data was to determine with reasonable accuracy the general socio-economic status of the sample. And, while acknowledging that occupational status is not necessarily equivalent to a sociological conception of social class, the Warner classification has been found to be highly correlated with social class and can, therefore, be taken as a suitable estimate of social status.[2]

Excluding the 12.2% of the sample who failed to respond or

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[1] Based on the occupational levels delineated by W. Lloyd Warner in Social Class in America (New York: Harper and Row,1960), p.123.

[2] Robert Hess and Judith Torney, The Development of Political Attitudes in Children (Chicago: Aldine Publishing Co., 1967), p.228.

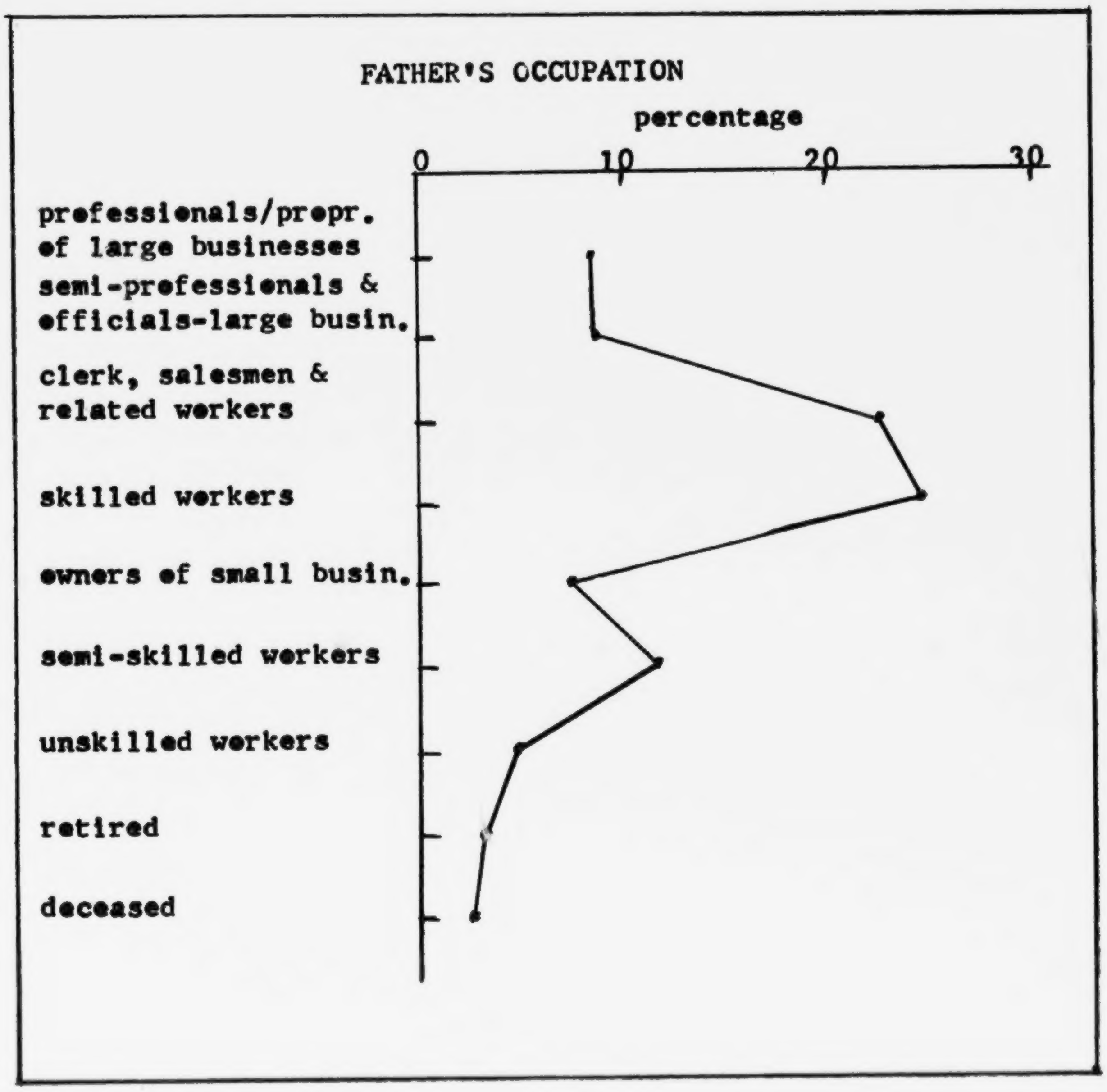

Figure 7 . Proportions in each of several occupational categories (retired and deceased included, also) of fathers.

whose fathers were retired or deceased, and by grouping the occupational categories into high status (professional and semi-professionals/proprietors and officials of large businesses), middle status (clerks, salesmen/skilled workers/owners of small businesses), and low status (semiskilled and unskilled workers), the remaining 87.8% of the sample would be distributed in the following proportions: 19% would be identified as high status; 62.2%, middle status; and 18.8%, low status.

Comparing this status distribution with the Hess[1] study, which encompassed a national sample regionally representative,

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[1] Ibid, p. 252

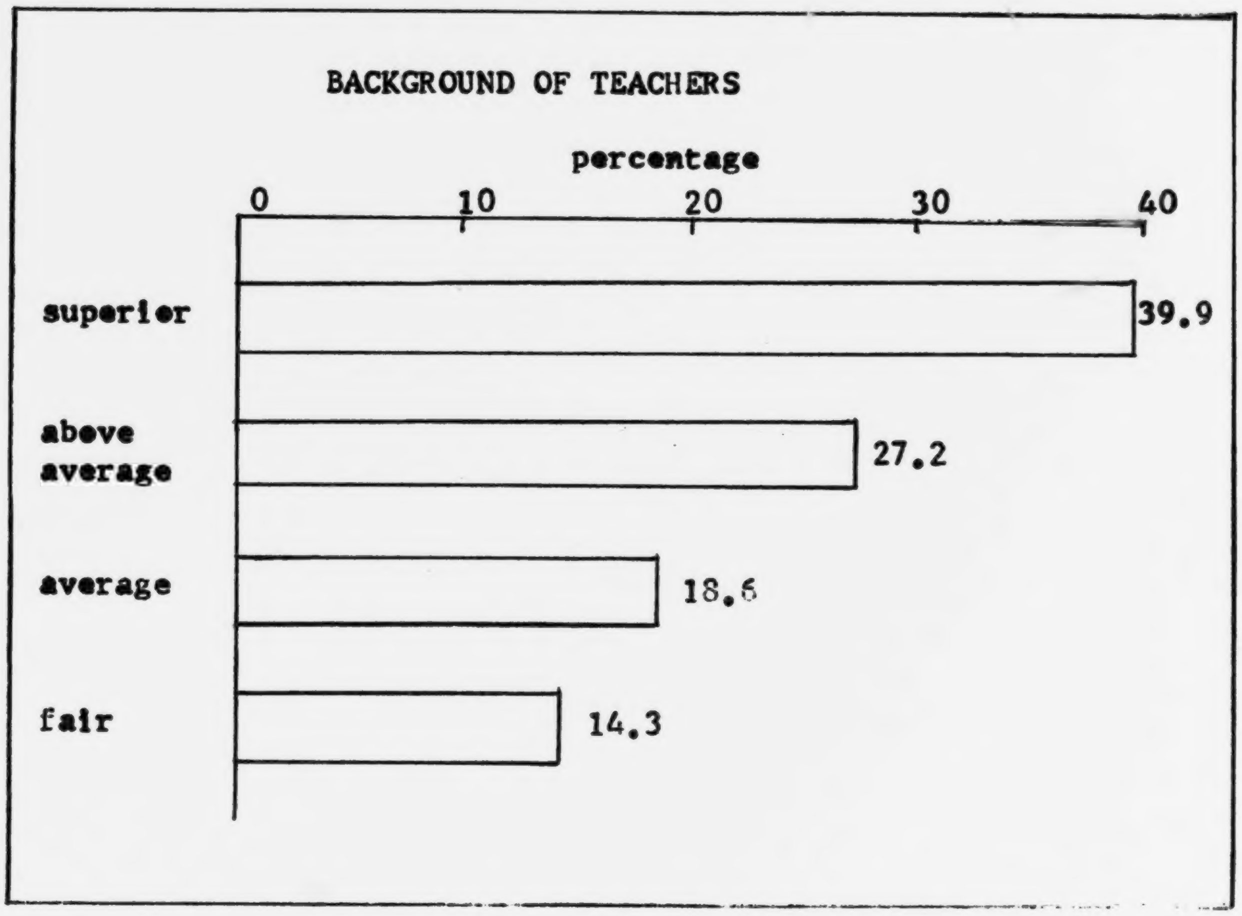

Figure 8. Proportions of the sample receiving instruction from teachers with varying backgrounds.

suggests that a somewhat large proportion of this sample is in the middle-status range (Hess found 47% in this range), and a slightly smaller proportion in both the high and low status ranges (Hess found 25% and 28%, respectively). Nevertheless, the distribution is such that the sample could be construed as being fairly representative and heterogeneous in composition.

Figure 8 shows the proportions of the forty-six teachers instructing the sample who were designated by background as superior, above average, average or fair. The procedure for making these determinations was discussed in the previous chapter. The reader is cautioned, however, that to draw conclusions about the quality of teaching or of teachers is wholly unwarranted by the data herein presented.

Analysis of the Findings

Test of the Major Hypothesis

As discussed in Chapter I, the major hypothesis of the present study stated:

> Students undergoing a study of communism will develop a greater understanding of and appreciation for democratic values.

The extent to which democratic values are understood and appreciated is interpreted to be equivalent to item mean scores and cumulative scores on the Allen Scale of Beliefs. A lower mean score reflects a lower degree of understanding of and appreciation for democratic values; a higher mean score is indicative of a greater understanding and appreciation.

In Chapter II, details of procedures for analysis were discussed. In summary, the test for the major hypothesis consisted of administering the Allen Scale to the sample immediately prior to the beginning of instruction about communism, and administration to the same students immediately upon completing the instructional period. The pre-test mean scores for each of the 46 items and the cumulative score on the Scale were computed; the same was done for the post-test.

Item and cumulative score mean differences were determined and a "t" test employed to assess the significance of difference, using an .05 level of significance. With a sample size of 1612, a "t" value equal to or greater than 1.96 is considered significant at the .05 level for a one-tail test. The results of this test are presented in Tables 4 and 5.

In Table 4 the results are presented on those items in which there was a gain score, i.e., the post-test mean was greater than the pre-test mean, the last column indicating whether or not the gain score was significant. Items are ranked according to the magnitude of the "t" value and in descending order. The items referred to in the Tables are shown below each Table, followed in parentheses by the response yielding a score of 5 (S.A. refers to strongly agree; S.D. refers to strongly disagree).

The cumulative score on the post-test of 166.604, although greater than the 166.067 on the pre-test, does not produce a gain significant at the .05 level. On the surface, this suggests that instruction about communism results in no significant affect on attitudes toward democratic values, i.e., the results fail to support the major hypothesis. A more careful analysis, however, of the pre and post-test item mean scores presents a different, if somewhat complicated assessment. What obviously occurred is that

TABLE 4

ITEMS OF THE ALLEN SCALE OF BELIEFS ON WHICH GAIN SCORES WERE ACHIEVED, RANKED ON THE BASIS OF THE VALUE OF "t"

Item No.	Pre-Test		Post-Test		"t" Value	Significant at .05 level
	Mean	S.D.	Mean	S.D.		
2	4.206	.924	4.391	.867	7.001	Yes
14	3.122	1.293	3.362	1.306	6.316	Yes
6	2.301	1.119	2.506	1.202	5.771	Yes
34	3.135	1.114	3.301	1.080	4.959	Yes
44	2.913	1.236	3.069	1.263	4.475	Yes
29	3.094	.983	3.189	.971	3.189	Yes

2. Profit making is exploitation and should be eliminated. (S.D.)

14. Laws should be designed to serve the interests of the state. (S.D.)

6. The administration of justice should be based on whatever is best for the nation. (S.D.)

34. The existence of social classes is not in the best interests of American society. (S.D.)

44. In order to insure more effective law enforcement, a national police force should be established. (S.D.)

29. The president should attempt to persuade congressmen to enact his legislative program. (S.A.)

TABLE 4--Continued

Item No.	Pre-Test		Post-Test		"t" Value	Significant at .05 Level
	Mean	S.D.	Mean	S.D.		
1	3.830	1.058	3.908	1.064	2.547	Yes
25	2.721	1.079	2.796	1.098	2.281	Yes
12	3.479	1.265	3.552	1.175	2.223	Yes
37	3.189	1.188	3.269	1.176	2.140	Yes
4	2.885	1.138	2.953	1.137	2.028	Yes
38	2.632	1.066	2.697	1.123	2.009	Yes
13	4.061	1.010	4.119	.970	1.998	Yes

1. Citizens should be allowed to criticize government officials and policies freely, even if it is embarrassing to government. (S.A.)

25. The value of a product on the market should be determined by the cost of labor necessary to produce the product. (S.D.)

12. Teachers should be carefully restricted in what they teach in schools. (S.D.)

37. The right of a union to go on strike should not be prohibited by government. (S.A.)

4. During peacetime, members of extremist groups should be allowed to speak on radio and television.

38. During periods of national crisis a person suspected of disloyalty should be placed in custody. (S.D.)

13. To insure future participation in politics, all young people should be required to join a political youth group. (S.D.)

TABLE 4 -- Continued

Item	Pre-Test		Post-Test		"t" Value	Significant at .05 Level
	Mean	S.D.	Mean	S.D.		
10	3.026	1.116	3.089	1.090	1.780	No
32	3.341	1.185	3.397	1.166	1.650	No
39	2.850	.957	2.901	1.031	1.648	No
20	3.186	1.249	3.250	1.278	1.641	No
24	2.766	1.190	2.822	1.194	1.570	No
42	3.2163	1.136	3.256	1.159	1.172	No
11	3.051	1.244	3.090	1.230	1.139	No

10. Citizens should have the same general belief about the role of government in the economy. (S.D.)

32. Members of a political party should be required to support their party's national platform. (S.D.)

39. Since societal changes follow a definite pattern, government should be able to anticipate the needs of the nation well in advance. (S.D.)

20. Public opinion should not be a major concern of political leaders in writing party platforms, but only what is best for the people. (S.D.)

24. There should not be restrictions placed on the printing and selling of extremist literature. (S.A.)

42. The government should take more responsibility in seeing to it that television programs conform to good taste. (S.D.)

11. Political parties should carefully screen all persons who want to join the party. (S.D.)

TABLE 4--Continued

Item No.	Pre-Test		Post-Test		"t" Value	Significant at .05 Level
	Mean	S.D.	Mean	S.D.		
7	3.314	1.440	3.349	1.420	.835	No
22	3.908	1.153	3.928	1.103	.640	No
43	3.962	.962	3.974	1.023	.411	No
9	3.866	.968	3.869	.984	.100	No
46	3.587	1.280	3.589	1.264	.053	No
Cumulative	166.067	16.798	166.604	18.469	1.302	No

7. In some cases a warrant should not be necessary in order for police to search a person or his home. (S.D.)

22. A person should not be required to state his church preference when applying for a job. (S.A.)

43. The kinds of goods and services produced in our economic system should be determined by what government decides is needed. (S.D.)

9. Private groups, such as civic and veteran's organization, should not be allowed to participate in political campaigns. (S.D.)

46. If people are not intelligent and educated they should not be allowed to vote. (S.D.)

on several items a significant gain score was achieved, and on other items a low score was sustained, yielding relatively equal cumulative scores.

The first thirteen entries in Table 4 reveal those items on the scale that yielded significant gain scores. Three of these relate to economic relationships which both a totalitarian and a free society must consider. Four items are concerned with the extent to which political institutions exist for the benefit of the state or the individual, and six items relate to freedom or control over various aspects of individual action.

In a communist system, profit making, fundamental to free enterprise, is anathema; the labor-value notion has long been a fundamental tenet; and union organizations are prohibited from striking. Students apparently grasped these ideas and achieved gain scores on items relating to: profit making, item 2; price determination for goods produced, item 25; and the right of unions to engage in strikes, item 37.

Communist systems support political institutions which operate for the benefit of the state, whereas in a free society it is the individual who is of most concern.[1] Students achieved significant gain scores on items 14 and 6, both of which relate to the above proposition; on item 44, relating to the centralization of police power; and on item 13, relating to required political participation.

The freedom of individual action, sharply curtailed in communist societies, is a primary value in a free society. Understanding of this was achieved by the students, reflected in the significant gain scores on the following items: 34, relating to the nature of social classes; 29, concerned with the leadership role of the President; 1, supporting the benefit which accrues to elected officials by having to consider public opinion; 12, the right of teachers to exercise academic freedom; 4, supportive of the maximization of free speech; and 38, decrying incarceration on grounds of suspicion.

On the remaining twelve items shown in Table 4, gain scores were not significant at the .05 level.

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[1] Admittedly, this is a normative principle, and like other ideals, often not achieved in practice.

In Table 5 the results are presented on those items in which there occurred a loss score, i.e., the post-test mean was less than the pre-test mean. And, as in Table 4, items are ranked by the "t" value in descending order, the last column indicating those items on which the pre-test mean was significantly greater than the post-test mean.

Students sustained significant loss scores on twelve items, the first twelve shown in Table 5. These items fall within four general politico-social value categories: extent of control over individual action tolerated in a society, degree of elitism sanctioned, amount of conformist behavior expected, and extent of political control allowed public officials.

In the first category, i.e., control over individual action, the study of communism appears to have a debilitating effect on rather fundamental democratic value attitudes. Students appear less highly committed to rigorous adherence to due process by government in taking private property, item 41; more amenable to allowing censorship to occur at the discretion of police authorities, item 17; and more tolerant of control over the news media, item 36. As concerns the freedom of religious choice, students appear more tolerant toward restrictive measures to curtail religious freedom, items 45 and 23. The loss score sustained on item 40 reveals less support for due process and safeguarding individual rights in criminal proceedings.

In totalitarian systems, the notion of a governing elite and preferential treatment of those with higher status or ability is taken for granted; in a free society with strong equalitarian values, elitism is considered undesirable. Yet, the sample sustained significant loss scores on the principle of free education for all, item 19, and acceptance of societal responsibility for the well-being of lower-class citizens, item 30.

Significant loss scores were sustained on items relating to the degree of conformist behavior expected of individuals. In item 5, students are less committed to the right of privacy and more amenable to the notion of a one-party political system, item 8. And, of course, conformist behavior is highly honored in totalitarian societies, especially as concerns the principle of only one political party and the generally accepted idea that all citizens must be alert to signs of deviant behavior on the part of neighbors.

It is a well-known fact that in totalitarian states, threat and force are used by political officials in power to eliminate rivals and adversaries. Also, succession to power is usually internally controlled by a power faction under a totalitarian regime. Students are less opposed to the use of threat and force as a means of perpetuating power, item 26, and more favorable to the idea of a power clique sustaining itself in power, item 31.

TABLE 5

ITEMS OF THE ALLEN SCALE OF BELIEFS ON WHICH LOSS SCORES WERE SUSTAINED, RANKED ON THE BASIS OF THE VALUE OF "t"

Item No.	Pre-Test		Post-Test		"t" Value	Significant at .05 Level
	Mean	S.D.	Mean	S.D.		
41	4.357	.953	4.168	1.110	-5.635	Yes
45	4.392	.895	4.247	1.008	-5.084	Yes
5	4.129	.896	3.998	.982	-4.800	Yes
19	4.527	.831	4.425	.893	-3.805	Yes
26	4.384	.838	4.283	.926	-3.618	Yes
30	4.332	.894	4.239	.936	-3.280	Yes

41. In certain cases, the government should be allowed to take a person's property without going to court. (S.D.)

45. Local authorities should be allowed to prevent certain religious groups from establishing churches. (S.D.)

5. We should make it our business to find out with whom the people in our neighborhood associate. (S.D.)

19. Only persons with high ability should be provided a free education at the high school level. (S.D.)

26. Threat and force should never be used by political leaders in overcoming their political opponents. (S.A.)

30. The welfare of working class people should be of no concern to upper class groups. (S.D.)

TABLE 5--Continued

Item No.	Pre-Test		Post-Test		"t" Value	Significant at .05 Level
	Mean	S.D.	Mean	S.D.		
36	3.670	1.092	3.570	1.113	-3.102	Yes
23	4.546	.857	4.457	.941	-3.042	Yes
17	4.020	1.103	3.921	1.175	-3.032	Yes
40	3.779	1.050	3.688	1.150	-2.776	Yes
31	3.991	1.044	3.909	1.119	-2.548	Yes
8	4.152	1.026	4.092	1.107	-2.061	Yes
16	4.062	1.207	4.004	1.182	-1.633	No

36. Too much criticism of government by newspapers weakens our government and should not be allowed. (S.D.)

23. Religious belief and worship should not be restricted by the government. (S.A.)

17. Appointed officials, such as police, should be given the authority to censor certain books and movies. (S.D.)

40. A person accused of a crime should be allowed to confront those giving evicence against him. (S.A.)

31. If the President dies in office, his successor should be named by the cabinet rather than have the Vice-President become President, as now designated by law. (S.D.)

8. Since we are all Americans having only one political party in operation would better represent the totality of American interests. (S.D.)

16. In some criminal cases a trial by jury should not be allowed. (S.D.)

TABLE 5--Continued

Item No.	Pre-Test		Post-Test		"t" Value	Significant at .05 Level
	Mean	S.D.	Mean	S.D.		
35	4.044	1.004	4.008	1.036	-1.204	No
27	3.580	1.122	3.562	1.128	- .535	No
3	3.938	1.080	3.925	1.058	- .454	No
18	3.293	1.232	3.280	1.198	- .361	No
15	4.119	.983	4.108	.951	- .352	No
21	3.410	1.030	3.399	.997	- .343	No
28	3.834	.944	3.833	.939	- .154	No
33	3.867	1.108	3.864	1.070	- .086	No

35. Family life is interesting, but getting ahead in business is more important. (S.D.)

27. Any person should be allowed to make public speeches. (S.A.)

3. The men who control the industrial and agricultural wealth of a nation should have more influence on government policies than others. (S.D.)

18. Any person or group should be allowed to circulate a petition without governmental approval. (S.A.)

15. The right to vote should be granted to all qualified persons, even those having radically different ideas. (S.A.)

21. National political party platforms should be determined by national leaders rather than state and local leaders. (S.D.)

28. Any political party concerned with improving the American way of life should be allowed to offer candidates for election. (S.A.)

33. The government should exert some control over creative efforts in the fields of art, literature and music. (S.D.)

On the remaining nine items in Table 5, the loss scores sustained were not significant at the .05 level.

It was mentioned that analysis of the gain and loss scores resulting from a study of communism presented certain complexities. A comparative analysis of some of the items which yielded significant gains and losses points up this difficulty.

Students' attitudes toward the use of persuasion as a legitimate means to gain political ends showed a gain, item 29, but they were not as opposed to the use of threat and force by political leaders, item 26. A gain score was achieved relative to the right of unions to engage in strikes, item 37, but students were concerned with the welfare of workers, item 30. A loss score was sustained on the right of an accused to be confronted by witnesses against him, item 40, but a gain was produced on the notion of justice existing for the individual rather than the state, item 6. The idea of forced political participation was more firmly rejected, item 13, but students were less opposed to the idea of one political party, item 8. Suspicion of disloyalty as a ground for placing a person in custody was more firmly rejected, item 38, while students were more prone to believe that one should be aware of his neighbor's activities, item 5. A loss score was sustained on the idea that property should not be taken except by due process, item 41, and students appeared less willing to support the principle of religious freedom, items 45 and 23; yet, a gain score was achieved on the idea that laws must serve the interests of the individual, item 14. The right of citizens to criticize government was firmly adhered to, item 1, but a loss score occurred relative to the government's right to restrict the news media in criticism of government, item 36. Students achieved a gain score on the question of teachers' freedom in the classrooms and were more supportive of maximizing freedom of speech, items 12 and 4, but were less prone to deny police the power of censorship, item 17.

It must be emphasized that the foregoing discussion related to attitudinal statements on the Scale in which a significant gain or loss was sustained resulting from a study of communism. So far, the level of commitment prior to commencing instruction about communism has not been discussed. Perhaps it is relevant to attempt an answer to the question: On those items in which a significant gain score was achieved, did the sample manifest a relatively high pre-test commitment to democratic values, or were gain scores achieved on items indicating a lower pre-test commitment?

Table 6 presents a comparison of the pre-test mean range into which gain and loss score items fall. Notably, ten of the thirteen gain score items had means of less than 3.5, whereas none of the loss score items were this low. In fact, nine of the twelve loss score items had pre-test means in excess of 4.0. This comparison shows that loss scores were sustained on items with higher original commitments, and gains were achieved on items with lower prior commitments.

TABLE 6

COMPARISON OF PRE-TEST MEAN SCORES OF GAIN AND LOSS SCORE ITEMS

	MEAN RANGE					
Description	2.0-2.5	2.5-3.0	3.0-3.5	3.5-4.0	4.0-4.5	4.5-5.0
Gain score items with pre-test means in each mean range	6	44 25 4 38	14 34 29 12 37	1	2 13	
Loss score items with pre-test means in each mean range				36 40 31	41 45 5 26 30 17 8	19 23

In light of the foregoing, some additional comparisons of the sample means with a previously tested sample would seem in order.

In previous research by this writer,[1] the Allen Scale of Beliefs was developed. This Scale yields item mean scores for groups which are taken as indicative of the degree of commitment to democratic values. Each item is scored by assigning a value of from 1 to 5, based on the directional weighting of the five category response pattern. As noted previously, the value of 5 is given to a strongly disagree response on some items; on others, 5 is assigned to a strongly agree response. In either instance the value of 5 is in the direction of the democratic value response, so that higher item mean scores indicate higher commitment to democratic values.

As a vehicle for establishing a consensus index relative to each item, the Allen Scale was administered to a jury of experts, consisting of sixty-six state supreme court justices. State supreme court justices were selected due to their unique position of having constantly to assess existing practices in relation to democratic principles.

By comparing item and cumulative mean scores of the jury with the post-test mean scores of the sample in the present study, some light is cast on the relative intensity of democratic value commitment of the two groups.

In Figure 9 the sample post-test means and the jury means are

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[1] B. J. Allen, Jr., "The Construction of an Instrument Designed to Measure Student Held Attitudes Toward Certain American Values as Related to a Jury of Experts Consensus", unpublished doctoral dissertation, Florida State University, 1965.

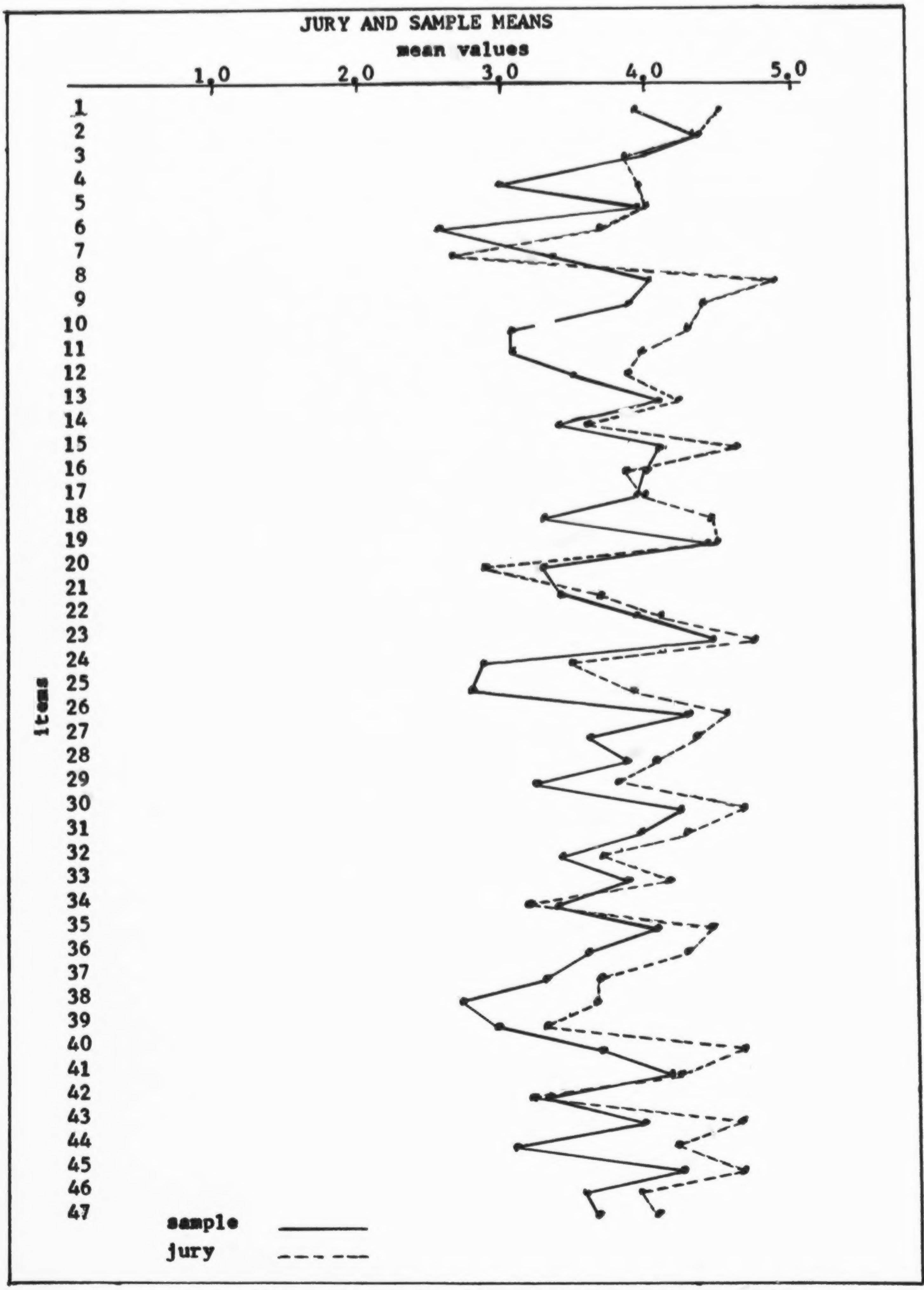

Figure 9. Line graph comparison of jury means and student sample means on the 46 items and cumulative mean of the Allen Scale of Beliefs.

plotted to show the extent to which the students differ from the jury, considered a source for establishing indices of consensus.[1] Analysis shows that the jury means exceed those of the sample on 37 of the 46 items and on the cumulative score. The analysis raises the question: does the jury cumulative score mean of 185.960 (equal to an average item mean of 4.042) exceed the student sample post-test mean of 166.604 (equal to an average item mean of 3.622) to a significant degree?

Application of a "t" test to answer the question, revealed that the difference was significant at the .01 level, i.e., the jury has significantly higher democratic value attitudes than the student sample.

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[1] A comparative table of item and cumulative score means is provided in Appendix G.

Summary of the Test of the Major Hypothesis

1. While the cumulative post-test mean score of 166.604 was not significantly greater, at the .05 level, than the pre-test cumulative mean of 166.067, students in the sample achieved a significant gain score on thirteen of the forty-six items. Gain scores were made on an additional twelve items, not significant at the .05 level.

2. Loss scores were sustained on twenty-one of the items, twelve of which were significant at the .05 level.

3. Comparative analyses of significant gain and loss mean scores yielded findings which are difficult to interpret. On those items resulting in significant gains, the range of mean scores were considerably lower on the pre-test administration; those items in which a loss was sustained were higher at the outset.

4. The post-test mean scores for the student sample were compared to scores achieved by a sample of state supreme court justices. The student sample scores were considerably lower on most of the forty-six items, and on the cumulative mean score the sample of justices exceeded the students in an amount significant at the .01 level.

Tests of the Minor Hypotheses

Five minor hypotheses were postulated relative to different sources that might effect gain scores resulting from a study about communism. The major concern, of course, was to determine if particular organizational and status variables contribute to an accretion in attitudinal change toward democratic values.

Analysis of variance was employed in testing each of the minor hypotheses. In essence, this technique assesses the magnitude of variation which occurs from different organizational or status sources, enabling the investigator to ascertain if a particular source contributes more than expected under the null hypothesis.[1] In its simplest form, analysis of variance is a test of the significance of the differences between means of several different samples. In this particular instance, it is of interest only to ascertain if the mean gain or loss on each item and on the cumulative score is significantly greater from one sample to another. Hence, the analysis which follows will present data showing mean gains and losses, rather than item mean scores.

On each item in which the "F" ratio is significant at the .05 level, i.e., one or more of the samples achieved a mean gain significantly greater than expected by the null hypothesis, a comparison of means two at a time, using a "t" test, will be employed.

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[1] George A. Ferguson, Statistical Analysis in Psychology and Education (New York: McGraw-Hill Co., Inc., 1959), pp. 227-241.

The posterior "t" test should isolate the organizational or status category sample in which the gain was most significant. Since some criticism has been leveled at this use of mean comparisons following analysis of variance, an .01 level will be used as a more rigorous basis for rejecting the null hypothesis.[1]

Hypothesis 1: No significant difference is observable in the magnitude of positive attitudinal change between groups of students undergoing instruction extended over various quantitative periods of time.

On nine of the forty-six items, the differences between mean item gains waa significant at the .05 level. Each of these is presented, below, followed by a brief commentary relative to the results of the posterior "t" test.

Item 2. Profit making is exploitation and should be eliminated. (S.D.)

Time Period	Mean Gain	Mean Loss
Less than 6 weeks	.0837	
6-11 weeks	.0759	
12-17 weeks	.2599	
18 weeks	.2874	

The mean gains for the samples engaged in study of communism for both the 12-17 weeks and 18 weeks were significantly greater than the two samples being instructed for shorter time periods.

Item 3. The men who control the industrial and agricultural wealth of a nation should have more influence on government policies than others. (S.D.)

Time Period	Mean Gain	Mean Loss
Less than 6 weeks		-.1581
6-11 weeks	.1241	
12-17 weeks		-.0686
18 weeks	.0805	

The sample group in the 6-11 week period achieved a significantly higher mean gain than those in both the less than 6 weeks and the 12-17 week periods.

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[1] Ibid, p. 238.

Item 11. Political parties should carefully screen all persons who want to join the party. (S.D.)

Time Period	Mean Gain	Mean Loss
Less than 6 weeks	.2884	
6-11 weeks		-.0687
12-17 weeks		-.0936
18 weeks	.1839	

Students in the less than 6 week time period made significantly greater mean gains than the samples in either the 6-11 week or 12-17 week periods.

Item 17. Appointed officials, such as police, should be given the authority to censor certain books and movies. (S.D.)

Time Period	Mean Gain	Mean Loss
Less than 6 weeks	.1256	
6-11 weeks		-.0265
12-17 weeks		-.1954
18 weeks		-.0575

The sample receiving instruction for less than 6 weeks made significantly greater mean gains than did the group enrolled for 12-17 weeks.

Item 23. Religious belief and worship should not be restricted by the government. (S.A.)

Time Period	Mean Gain	Mean Loss
Less than 6 weeks		-.1442
6-11 weeks		-.0470
12-17 weeks		-.1933
18 weeks	.2759	

The sample involved in studying about communism for the longest period, 18 weeks, achieved a significantly greater mean gain than either sample in the less than 6 weeks or 12-17 week periods.

Item 28. Any political party concerned with improving the American way of life should be allowed to offer candidates for election. (S.A.)

Time Period	Mean Gain	Mean Loss
Less than 6 weeks	.0465	
6-11 weeks	.0554	
12-17 weeks		-.1850
18 weeks	.0690	

The mean gain achieved by the sample in the 18 week period was significantly greater than that achieved by the 12-17 week period sample.

Item 30. The welfare of working class people should be of no concern to upper class groups. (S.D.)

Time Period	Mean Gain	Mean Loss
Less than 6 weeks	.0140	
6-11 weeks		-.0904
12-17 weeks		-.1705
18 weeks	.1839	

The 18 week period sample made a significantly greater mean gain than did the 12-17 week period group.

Item 39. Since societal changes follow a definite pattern, government should be able to anticipate the needs of the nation well in advance. (S.D.)

Time Period	Mean Gain	Mean Loss
Less than 6 weeks	.1488	
6-11 weeks	.0012	
12-17 weeks	.0748	
18 weeks	.4828	

The mean gain achieved by the 18 week period sample was significantly greater than that achieved by either the 6-11 week or the 12-17 week period groups.

Item 40. A person accused of a crime should be allowed to confront those giving evidence against him. (S.A.)

Time Period	Mean Gain	Mean Loss
Less than 6 weeks	.2608	
6-11 weeks		-.6711
12-17 weeks		-.1457
18 weeks		-.1084

The group studying communism for the shortest period, less than 6 weeks, achieved a mean gain significantly greater than the sample enrolled for 6-11 weeks, or those in the 12-17 week periods.

Of the nine items, above, the sample which received instruction about communism for the full semester, 18 weeks, achieved significantly greater mean gains than at least one other group on five items. But, by contrast, the group which was instructed for less than 6 weeks made mean gains significantly greater than another group on three items.

To repeat, on only nine of the forty-six items were mean gain differences found to have an "F" ratio significant at the .05 level. When this point is coupled with the fact that cumulative mean gains were not significantly different, it would appear unwarranted to reject the null hypothesis. Even if the tendency were to opt for the longer time period of study as yielding a more positive commitment, an important factor must be considered. The eighteen week period is a full semester, more likely than not to include instruction about specific aspects of the American system in addition to communism.

Hypothesis 2: No significant difference is observable in the magnitude of positive attitudinal change between groups of students undergoing instruction utilizing different organizational patterns.

As was pointed out in the discussion of the sample profile, only 4.5% of the sample was involved in studying about communism in what could be called large class organization. And none of the sample were being instructed in an organizational pattern using primarily instructional television. Hence, it is not surprising that analysis of variance yielded only two items in which difference occurred, significant at the .05 level.

Item 11. Political parties whould carefully screen all persons who want to join the party. (S.D.)

Organizational Pattern	Mean Gain	Mean Loss
Traditional-size class		-.0049
Large class	.4384	

Item 12. Teachers should be carefully restricted in what they teach in schools. (S.D.)

Organizational Pattern	Mean Gain	Mean Loss
Traditional-size class	.0600	
Large class	.4658	

In both items 11 and 12, the mean gain of the large class organization groups was significantly greater at the .01 level than the traditionally organized class sample, when the posterior "t" test was employed.

The fact that a significant difference was found on only two of the forty-six items (cumulative score differences were not significant), suggests that insofar as the organizational pattern for instruction is concerned, the null hypothesis cannot be rejected.

Hypothesis 3: No significant difference is observable in the magnitude of positive attitudinal change between students whose fathers have achieved varying levels of education.

Instruction about communism when presented to samples grouped on the basis of father's education, resulted in six of the forty-six items with mean gains significant at the .05 level. Commentary following the data on each item relates to the posterior "t" tests of means two at a time, with an .01 level of significance.

Item 4. During peacetime, members of extremist groups should be allowed to speak on radio and television. (S.A.)

Educational Level	Mean Gain	Mean Loss
Jr. High		-.1255
High School	.1396	
College	.0285	
College Grad.	.1933	
Other	.2500	

The mean gains of the group whose fathers were college graduates and those whose fathers were high school graduates both were significantly greater than the sample whose fathers achieved junior high level.

Item 8. Since we are all Americans having only one political party in operation would better represent the totality of American interests. (S.D.)

Educational Level	Mean Gain	Mean Loss
Jr. High		-.0544
High School		-.0962
College		-.1301
College Grad.	.1196	
Other		-.2333

On this item, the sample whose fathers graduated from college achieved a mean gain significantly greater than all other categories, except the group whose fathers achieved junior high level.

Item 17. Appointed officials, such as police, should be given the authority to censor certain books and movies. (S.D.)

Educational Level	Mean Gain	Mean Loss
Jr. High		-.1715
High School		-.2046
College	.0447	
College Grad.	.0798	
Other		-.0500

The mean gain by students whose fathers graduated from college was significantly greater than both the samples of junior high and high school educated fathers. Those whose fathers received some college had gains significantly greater than students with high school educated fathers.

Item 32. Members of a political party should be required to support their party's national platform. (S.D.)

Educational Level	Mean Gain	Mean Loss
Jr. High	.1548	
High School		-.1070
College	.1667	
College Grad.	.0890	
Other	.2667	

The samples with junior high, college, college graduates and "other" educated fathers made significantly greater mean gains than did the sample whose fathers were high school graduates.

Item 39. Since societal changes follow a definite pattern, government should be able to anticipate the needs of the nation well in advance. (S.D.)

Educational Level	Mean Gain	Mean Loss
Jr. High	.0126	
High School		-.0203
College	.1667	
College Grad.	.2362	
Other	.1667	

On Item 39, the sample whose fathers graduated from college achieved a significantly greater mean gain than either the groups whose fathers were junior high or high school educated.

Item 43. The kinds of goods and services produced in our economic system should be determined by what government decides is needed. (S.D.)

Educational Level	Mean Gain	Mean Loss
Jr. High		-.0669
High School		-.05[illegible]1
College		-.0732
College Grad.	.1902	
Other		-.1500

In this instance the sample whose fathers graduated from college achieved a significantly greater mean gain than each of the other groups, all of which sustained a mean loss.

What becomes most apparent from the foregoing analysis, is the fact that on all six of the items, the group with fathers having graduated from college achieved significantly greater mean gains than at least one other group. This suggests that children of college educated fathers achieve a greater commitment to democratic values from a study of communism. Further support is added by studying the results of mean gains and losses on the cumulative score, i.e., the average gain or loss on the whole Scale.

	Jr. High	High School	College	College Grad.	Other
Mean Gain			.402	2.439	1.183
Mean Loss	-.603	-.423			

Even though the analysis of variance on the cumulative mean gains and losses was not significant at the .05 level, it is obvious that the mean gain for students with college educated fathers is larger.

With the qualifications previously stated in mind, this writer would conclude that the null hypothesis would not be accepted, i.e., the educational background of fathers contributes to the extent of positive change in democratic attitudes as a result of studying about communism. And it would appear that students of college educated fathers achieve a greater commitment than students of fathers with less education.

Hypothesis 4: No significant difference is observable in the magnitude of positive attitudinal change between students expressing varying political preferences.

Students were grouped into five preferential political categories, discussed previously. Submitting the data to analysis of variance yielded seven items in which the "F" ratio was significant at the .05 level. A posterior "t" test was applied to determine if mean gains, compared two at a time, were significantly different at the .01 level.

Item 8. Since we are all Americans having only one political party in operation would better represent the totality of American interests. (S.D.)

Political Preference	Mean Gain	Mean Loss
Liberal Dem.		-.0990
Conservative Dem.		-.0829
Liberal Repub.		-.0388
Conservative Repub.	.1602	
Other		-.0948

The mean gain of the conservative Republicans was significantly greater than the mean losses sustained by all other categories, except the conservative Democrats.

Item 9. Private groups, such as civic and veteran's organization, should not be allowed to participate in political campaigns. (S.D.)

Political Preference	Mean Gain	Mean Loss
Liberal Dem.	.0308	
Conservative Dem.	.0829	
Liberal Repub.		-.2481
Conservative Repub.	.1445	
Other		-.1164

The conservative Republicans achieved a significantly greater mean gain than either the liberal Republicans or "other" category, both of the latter sustaining a mean loss. Both the liberal Democrats and the conservative Democrats made a significantly greater mean gain than did the liberal Republicans.

Item 28. Any political party concerned with improving the American way of life should be allowed to offer candidates for election. (S.A.)

Political Preference	Mean Gain	Mean Loss
Liberal Dem.	.0296	
Conservative Dem.		-.0184
Liberal Repub.	.1240	
Conservative Repub.	.1289	
Other		-.1853

The liberal Democrats, the liberal Republicans and the conservative Republicans all achieved mean gains significantly greater than the mean loss sustained by the "other" category.

Item 34. The existence of social classes is not in the best interests of American society. (S.D.)

Political Preference	Mean Gain	Mean Loss
Liberal Dem.	.2982	
Conservative Dem.	.0876	
Liberal Repub.	.2093	
Conservative Repub.	.0039	
Other	.1595	

The mean gain achieved by the liberal Democrats was significantly greater than that achieved by the conservative Republicans.

Item 41. In certain cases, the government should be allowed to take a person's property without going to court. (S.D.)

Political Preference	Mean Gain	Mean Loss
Liberal Dem.		-.0758
Conservative Dem.		-.1475
Liberal Repub.		-.3953
Conservative Repub.		-.1758
Other		-.4828

While each group sustained a mean loss on this item, the "other" category sustained a significantly greater loss than did all other groups, except the liberal Republicans. The liberal Republicans sustained a significantly greater mean loss than did the liberal Democrats.

Item 42. The government should take more responsibility in seeing to it that television programs conform to good taste. (S.D.)

Political Preference	Mean Gain	Mean Loss
Liberal Dem.	.1144	
Conservative Dem.	.0461	
Liberal Repub.		-.1240
Conservative Repub.		-.0313
Other		-.1810

The liberal Democrats achieved a significantly greater mean gain than did the sample in the "other" category, in which a loss was sustained.

Item 45. Local authorities should be allowed to prevent certain religious groups from establishing churches. (S.D.)

Political Preference	Mean Gain	Mean Loss
Liberal Dem.		-.1414
Conservative Dem.		-.2120
Liberal Repub.	.0000	
Conservative Repub.		-.0234
Other		-.4009

All categories sustained a mean loss or zero gain, but the "other" category had a significantly greater loss than each of the other categories except the conservative Republicans.

On the basis of the foregoing analysis, one fact stands out above others: those students who express an "other" political preference made a mean gain on only one item,34, and sustained mean losses significantly greater than at least one other category on four items.

By subjecting the mean gains and losses in each category to a crude test of average gain or loss on the seven items, the following picture unfolds:

	Net Gain or Loss	Mean Gain or Loss
Liberal Democrat	+.1568	+.0224
Conservative Democrat	-.2342	-.0335
Liberal Republican	-.3729	-.0533
Conservative Republican	+.2070	+.0296
Other	-1.3017	-.1860

In addition, the cumulative score mean gains or losses for each category is revealing:

	Cumulative Score Mean Gain or Loss
Liberal Democrats	+1.152
Conservative Democrats	+ .336
Liberal Republicans	+1.287
Conservative Republicans	+2.680
Other	-1.336

The above evidence suggests that the null hypothesis should not be accepted, and the alternate hypothesis that is most salient is that students professing an "other" political preference benefit less than other groups in developing more positive democratic attitudes from a study of communism.

Of course, what can be inferred from an "other" political preference is a matter of conjecture, and whether or not the meaning suggests apathy or disenchantment with either the Republican or Democratic label will have to wait for further inquiry.

Minor Hypothesis 5: No significant difference is observable in the magnitude of positive attitudinal change between students receiving instruction about communism from teachers with varying backgrounds.

Analysis of variance applied to testing this hypothesis yielded twelve items in which the "F" ratio was significant at the .05 level. Data on these items are presented below, followed in each case by a discussion of the results of the posterior "t" test.

Item 2. Profit making is exploitation and should be eliminated. (S.D.)

Teacher Background	Mean Gain	Mean Loss
Superior	.1076	
Above Average	.1712	
Average	.3148	
Fair	.2544	

Students being taught by teachers with an average background made a significantly greater mean gain than the sample having teachers with a superior background.

Item 5. We should make it our business to find out with whom the people in our neighborhood associate. (S.D.)

Teacher Background	Mean Gain	Mean Loss
Superior		-.2153
Above Average		-.1438
Average	.0328	
Fair		-.1009

The sample with average background teachers achieved a significantly greater mean gain than did the samples in either the superior or above average background teachers, both of the latter groups sustaining a mean loss.

Item 8. Since we are all Americans having only one political party in operation would better represent the totality of American interests. (S.D.)

Teacher Background	Mean Gain	Mean Loss
Superior		-.0031
Above Average		-.2466
Average	.0098	
Fair	.0526	

Both the samples having teachers with average and fair backgrounds scored a significantly greater mean gain than did the group with teachers of above average background. Also, the students with teachers having an above average background made a mean loss significantly greater than the loss sustained by the students with teachers from superior backgrounds.

Item 12. Teachers should be carefully restricted in what they teach in schools. (S.D.)

Teacher Background	Mean Gain	Mean Loss
Superior		-.0421
Above Average	.1895	
Average	.2262	
Fair		-.0132

The average and above average background teacher samples achieved a significantly greater mean gains than the group with superior background teachers, the latter scoring a mean loss.

Item 16. In some criminal cases a trial by jury should not be allowed. (S.D.)

Teacher Background	Mean Gain	Mean Loss
Superior	.0858	
Above Average		-.2123
Average	.0164	
Fair		-.2412

The groups with superior and average background teachers made significantly greater mean gains than either the fair or above average background samples, both of which sustained mean losses.

Item 18. Any person or group should be allowed to circulate a petition without governmental approval. (S.A.)

Teacher Background	Mean Gain	Mean Loss
Superior		-.1482
Above Average	.0936	
Average	.1016	
Fair		-.0044

Those students being instructed by teachers with above average and average backgrounds made significantly greater mean gains over the sample with teachers having superior backgrounds. The latter group sustained a mean loss.

Item 36. Too much criticism of government by newspapers weakens our government and should not be allowed. (S.D.)

Teacher Background	Mean Gain	Mean Loss
Superior		-.1654
Above Average		-.1073
Average	.1115	
Fair		-.1667

The students with average background teachers made a significantly greater mean gain than the samples from each of the other teacher background categories, all three of which sustained mean losses.

Item 38. During periods of national crisis a person suspected of disloyalty should be placed in custody. (S.D.)

Teacher Background	Mean Gain	Mean Loss
Superior		-.0499
Above Average	.1530	
Average	.2459	
Fair		-.0175

Both the above average and average teacher background samples made significantly greater mean gains than did the students with superior background teachers, in which a mean loss was sustained. In addition the sample from average background teachers made a significantly greater mean gain than either the superior or fair background teacher samples, both of the latter having mean losses.

Item 40. A person accused of a crime should be allowed to confront those giving evidence against him. (S.A.)

Teacher Background	Mean Gain	Mean Loss
Superior		-.1888
Above Average	.0616	
Average		-.1574
Fair	.0175	

The mean gain achieved by the sample having teachers with above average backgrounds made a significantly greater mean gain than either sample with superior or average background teachers, both sustaining a mean loss.

Item 42. The government should take more responsibility in seeing to it that television programs conform to good taste. (S.D.)

Teacher Background	Mean Gain	Mean Loss
Superior	.1716	
Above Average		-.1438
Average	.0033	
Fair	.0614	

On this item, students whose teachers had superior backgrounds scored a significantly higher mean gain than did the sample with teachers having above average backgrounds, the latter sustaining a mean loss.

Item 45. Local authorities should be allowed to prevent certain religious groups from establishing churches. (S.D.)

Teacher Background	Mean Gain	Mean Loss
Superior		-.0608
Above Average		-.1644
Average		-.1738
Fair		-.3026

None of the samples achieved a mean gain of this item. However, the mean loss sustained by the sample having teachers with a fair background was significantly greater than the mean loss made by the group with superior background teachers.

Item 46. If people are not intelligent and educated they should not be allowed to vote. (S.D.)

Teacher Background	Mean Gain	Mean Loss
Superior	.0078	
Above Average	.1119	
Average	.0033	
Fair		-.2325

The sample with teachers having an above average background achieved a significantly greater mean gain than did the group having teachers with fair backgrounds, the only group which sustained a mean loss.

Since a difference significant at the .05 level was found to exist on twelve of the forty-six items, it would follow that the null hypothesis could not be accepted. And the alternate hypothesis that a difference in positive attitudinal change toward democratic values occurs between groups receiving instruction from teachers with varying backgrounds seems supported.

Application of the posterior "t" test to the data on the twelve items, in attempting to isolate the background of teachers most conducive to positive change in democratic attitudes resulting from a study about communism, suggests that the average background is more effective. This conclusion is based on the following:

1. The sample having teachers with average backgrounds achieved mean gains on ten items, losses on two; the group with teachers having above average backgrounds scored mean gains on six items, losses on six; and the samples having teachers with superior and fair backgrounds each had mean gains on four items, losses on eight.

2. The group with teachers having an average background scored mean gains significantly greater than at least one other group on eight items; the sample having teachers with an above average background made mean gains significantly greater than at least one other group on five items.

3. Although a significant difference was not found to exist on the cumulative score mean gains or losses, the following is important to note:

Teacher Background	Cumulative Mean Gain	Cumulative Mean Loss
Average	2.636	
Superior	.379	
Above Average		-.046
Fair		-.697

Admittedly, the above support for failing to accept the null hypothesis and for identifying the average background as yielding greater gains is not absolutely conclusive. Yet, the evidence appears minimally substantial to draw such a conclusion, even with the element of doubt clearly in mind as a qualification.

At the risk of being redundant, it must be reiterated that "background" refers not to quality of teaching but to quantity of formal training and experience. And it might well be that the teacher with an "average" background, i.e., with less experience and/or formal course work, is more recently in touch with collegiate education and exerts more effort in preparation to offset the deficiency in experience.

Summary of the Tests of Minor Hypotheses

1. For each of the five minor hypotheses, analysis of variance was employed to ascertain the extent to which item and cumulative mean gains or losses resulted in differences between samples, significant at the .05 level. Also, a posterior "t" test of the difference between means two at a time was applied, with a level of significance set at .01. The purpose of the latter being to isolate, reasonably, the organizational or status factor which succeeded in yielding the greatest mean gain. Based on the two tests, statements were made as to failure in accepting or rejecting each hypothesis.

2. The null hypothesis concerning the difference between groups of students receiving instruction for varying time periods was not rejected.

3. The null hypothesis which contrasted gains and losses of samples based on the organization for instruction was not rejected.

4. The null hypothesis relative to gains and losses of samples whose fathers achieved varying educational levels was not accepted. The alternate hypothesis receiving support was that students whose fathers were college graduates achieved significantly greater gains from a study of communism.

5. The null hypothesis formulated to test the differences in gain and loss scores between students expressing varying political preferences was not accepted. An alternate hypothesis, related to loss scores, was supported, i.e., students who expressed "other" political preference sustained a significantly greater loss than either of the remaining four categories.

6. The null hypothesis relative to the difference in gains between students receiving instruction from teachers with varying backgrounds was not accepted. The alternate hypothesis supported by the data was that students instructed by teachers having "average" backgrounds achieved significantly greater mean gains.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

The discussion in this chapter will be presented in two sections. First, conclusions will be made based on the findings analyzed in Chapter III as they relate to the major and minor hypotheses. Any implications for education suggested by the conclusions will also be set-forth. In the second section, recommendations will be made for further research needs made obvious by the present investigation.

Conclusions

Findings Related to the Major Hypothesis

The major hypothesis stated:

> Students undergoing a critical-analytical study of communism will develop a greater understanding of and appreciation for democratic values.

In essence, an answer was sought to the question: does a study of communism result in a greater degree of commitment to democratic values? As used in this investigation, "greater commitment" was interpreted as the achievement of significant mean gain scores on items from the Allen Scale of Beliefs.

As the analysis in Chapter III reveals, significant gain scores were achieved on thirteen of the forty-six items, and significant loss scores were sustained on twelve items. Comparison of the content of the items in which gains and losses occurred was not particularly enlightening, as the following examples reveal:

Democratic Value Statements in which a Higher Commitment Resulted	Democratic Value Statements in which a Lower Commitment Resulted.
The right of citizens to voice criticism of government.	A free press is essential to a viable democracy.
The right of individuals to freely express their views, even extremists.	The right of citizens to be free from official or police censorship.
The right of teachers to exercise freedom in the classroom.	The right of an accused to be confronted by witnesses against him.

The right of labor unions to employ strikes as a means of expressing grievances.

Law and justice should serve the needs of the individual.

Proof rather than suspicion of guilt is required for a finding of disloyalty.

Political participation should be voluntary.

Political leaders should use persuasion in gaining their objective.

A decentralized police force results in more effective law enforcement.

The right of citizens to privacy within the confines of their homes.

Religious belief and worship should not be restricted by government.

The right of citizens not to have their property taken by government, except by due process.

Two or more active political parties insures that minorities will be heard and issues debated.

Threat and force are not legitimate means for gaining political ends.

National leaders should be elected by the people, rather than appointed by a power clique.

The conclusion obviated by the foregoing discussion is that studying communism yields a greater commitment toward certain democratic value positions, but at the same time results in a lesser commitment toward others. In short, the positive effects which could be attributed to studying an ideological system in sharp contrast to democracy are offset by the negative effects produced.

In fact, it would appear to this investigator that the particular attitudinal dimensions that are enhanced could more generally be categorized as abstract values, whereas those that are attenuated could be considered as more concrete. For example, students achieved a gain on the proposition that law and justice should serve individual needs, an abstract idea that is not particularly difficult to advocate, but sustained a loss on the belief that democracy must tolerate religious pluralism. In the same manner, the sample developed more commitment to the value of free speech, but sustained a lesser commitment to the proposition of a free press.

The implication for education resulting from the conclusion that studying communism does not result in a greater commitment to democratic values would be:

1. Modify the course, or unit, to focus on a comparative analysis of normative and empirical values which inhere in political systems having contrasting ideological bases.

This would permit an opportunity to view societies in a cultural frame of reference, giving consideration to what is actually practiced in relationship to the normative values. Such an approach should minimize the value ambivalence which this study revealed.

2. Reorganize the study of communism in such a way that the focus of concern will be totalitarianism.

This approach should result in a more realistic grasp of the threat to freedom of arbitrary controls over individual behavior, regardless of the ideological bases for exercising those controls.

A very salient finding in the present study is that totalitarian practices are not readily identified as such by the sample, as the foregoing comparison emphasizes. One striking example of this is the mean loss sustained on the item relating to the taking of private property by government. And even though the post-test mean on this item (No. 41) was above 4.00 does not compensate for the fact that prior to studying communism the mean was significantly greater.

Findings Related to the Minor Hypotheses

Hypothesis 1: No significant difference is observable in the magnitude of positive attitudinal change between groups of students undergoing instruction over various quantitative periods of time.

Analysis of the findings relative to this hypothesis lead the investigator to conclude that the period of time involved in studying communism is not significantly related to the development of higher democratic value commitments. In fact, the two time periods which appeared to contribute more toward such results were the extremes, i.e., the shortest period, less than six weeks, and the longest period, eighteen weeks.

The implication for education of this conclusion is clear: period of time is obviously less important in developing democratic value attitudes than the quality of instruction. And, as is becoming more apparent each year, if allocation of time devoted to specialized topics in the social studies is becoming more restricted, the suggestion here is to plan for no more than six weeks of study on the subject of communism.

Hypothesis 2: No significant difference is observable in the magnitude of positive attitudinal change between groups of students undergoing instruction utilizing different organizational patterns.

A very small percentage of the students in the sample were engaged in an organizational pattern other than traditional-size classes. As a result the evidence does not allow for a conclusive statement. What seems apparent, however, is that large-size classes have been generally abandoned in preference for smaller classes, hence, further investigations into the matter would seem futile.

Hypothesis 3: No significant difference is observable in the magnitude of positive attitudinal change between students whose fathers have achieved varying levels of education.

Five categories of educational attainment by fathers of the sample were involved, with a consistent degree of higher commitment being achieved by those whose fathers were college educated. And even though this striking difference occurred on a relatively small number of items, the conclusion is that having a home background enriched by higher education is a factor in developing greater democratic value commitment resulting from studying communism. That is, the null hypothesis would not be accepted.

This conclusion does not suggest any specific implications for education, except to note that differential rates of commitment are produced.

Hypothesis 4: No significant difference is observable in the magnitude of positive attitudinal change between students expressing varying political preferences.

Political preference, of course, is not a stable phenomenon, as numerous studies suggest. Yet, when students are requested to identify themselves politically, they rarely seem reticent to do so. In this study, the majority of the sample willingly expressed a Democratic or Republican preference. A sizeable number, however, preferred to align themselves in a category labeled "other". It is the sample in this latter category in which significant changes were manifest.

The evidence leads this investigator to conclude that expressed political preference is a significant factor in the degree of democratic value commitment that results from studying communism, hence the null hypothesis is not accepted.

The alternative hypothesis, and the conclusion in this instance, is that students who fail to align themselves with either major political party actually receive a negative influence from studying communism.

The implications for education would be twofold: first, students who do not have any political party preference, either liberal or conservative, need to be given individual attention in the development of positive attitudes toward democracy; second, it seems imperative to ascertain why a lack of political commitment exists, determining whether apathy or disenchantment is the formative factor.

Hypothesis 5: No significant difference is observable in the magnitude of positive attitudinal change between students receiving instruction about communism from teachers with varying backgrounds.

On a substantial number of items, a significant difference in gain scores was noted. Yet, what this means is far from clear, due in large part to the fact that teacher background was related to factors that may or may not be relevant to teaching effectiveness.

However, the evidence seems to support the conclusion that background does make a difference in developing a higher commitment to democratic values, i.e., the null hypothesis is not accepted. The alternate hypothesis which seems most plausible is that the teacher with an "average" background is more successful than any other.

The implication for education which can be suggested is that extensive teaching experience and depth preparation in the subject of communism are not necessarily related to effectiveness in achieving higher democratic value commitments in students via the study of communism.

One other observation is worthy of comment, although unrelated to the hypotheses in this study. A comparison between the mean scores achieved by the sample on the Allen Scale with a previously tested sample of state supreme court justices obviates one general conclusion: the student sample manifests a significantly lower commitment to democratic values than does the sample of justices.

Whether or not this has implications for education is beyond the scope of this investigation. But what appears important, however, is to note carefully the fact that a significantly lower commitment prevails among high school students.

Recommendations for Further Research

1. The most critical area for investigation that appears necessary from the present research is an in-depth study of value ambiguities. That is, why do students appear to hold relatively high commitments on certain attitudinal dimensions and on closely related propositions manifest considerably lower commitments?

   This investigation would call for a series of paper-pencil tests followed by intensive interviews with a sample of students.

2. Several hypotheses have been suggested in the foregoing section relative to the quality and scope of instruction about different ideological systems.

   Employing an experimental design, using experimental and control groups, the suggestion here is that a comparative approach might yield more significant results than a critical-analytical approach as now employed in Florida.

3. Since the student sample in the present study manifested a lower democratic value commitment than a sample of supreme court justices, it would appear fruitful to apply similar tests to other socio-political groups for comparative analysis.

4. Finally, it would be valuable to replicate the present study in other states which are seeking to develop democratic values by studying systems with contrasting ideological bases.

APPENDICES

APPENDIX A_1

THE
ALLEN SCALE
OF BELIEFS

DIRECTIONS

(1) On the accompanying answer sheet, you should indicate only one of the five following responses to each item:

Strongly Agree (SA)	- if you agree with the statement without qualification.
Agree (A)	- if you agree with the statement in general, but with some qualification.
Uncertain (U)	- if you honestly feel that you neither agree nor disagree with the statement.
Disagree (D)	- if you disagree with the statement in general, but with some qualification.
Strongly Disagree (SD)	- if you disagree with the statement without qualification.

(2) When you select one of the above reactions to each of the statements, please CIRCLE the letter(s) which correspond.

EXAMPLE: Statement	Answer
The most important thing for young people to learn is how to make and keep friends.	SA A U (D) SD (You would circle "D" if you disagree with the statement, but feel that perhaps in certain cases this might be important.)

(3) Fill out the student data sheet attached to the answer sheet.

(4) Take your time and let your answers reflect your true beliefs as nearly as possible.

(5) There are no right or wrong answers, and no grade of any kind will result from your performance on this scale.

IF ALL OF THE ABOVE DIRECTIONS ARE NOT PERFECTLY CLEAR, PLEASE ASK FOR CLARIFICATION!'

TURN TO THE NEXT PAGE AND BEGIN

(Please do not write in the Test Booklet)

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B. J. Allen, Jr.
Florida State University

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1. Citizens should be allowed to criticize government officials and policies freely, even if it is embarrassing to government.
2. Profit making is exploitation and should be eliminated.
3. The men who control the industrial and agricultural wealth of a nation should have more influence on government policies than others.
4. During peacetime, members of extremist groups should be allowed to speak on radio and television.
5. We should make it our business to find out with whom the people in our neighborhood associate.
6. The administration of justice should be based on whatever is best for the nation.
7. In some cases a warrant should not be necessary in order for police to search a person or his home.
8. Since we are all Americans having only one political party in operation would better represent the totality of American interests.
9. Private groups, such as civic and veteran's organization, should not be allowed to participate in political campaigns.
10. Citizens should have the same general belief about the role of government in the economy.
11. Political parties should carefully screen all persons who want to join the party.
12. Teachers should be carefully restricted in what they teach in schools.
13. To insure future participation in politics, all young people should be required to join a political youth group.
14. Laws should be designed to serve the interests of the state.
15. The right to vote should be granted to all qualified persons, even those having radically different ideas.
16. In some criminal cases a trial by jury should not be allowed.
17. Appointed officials, such as police, should be given the authority to censor certain books and movies.
18. Any person or group should be allowed to circulate a petition without governmental approval.
19. Only persons with high ability should be provided a free education at the high school level.

20. Public opinion should not be a major concern of political leaders in writing party platforms, but only what is best for the people.

21. National political party platforms should be determined by national leaders rather than state and local leaders.

22. A person should not be required to state his church preference when applying for a job.

23. Religious belief and worship should not be restricted by the government.

24. There should not be restrictions placed on the printing and selling of extremist literature.

25. The value of a product on the market should be determined by the cost of labor necessary to produce the product.

26. Threat and force should never be used by political leaders in overcoming their political opponents.

27. Any person should be allowed to make public speeches.

28. Any political party concerned with improving the American way of life should be allowed to offer candidates for election.

29. The president should attempt to persuade congressmen to enact his legislative program.

30. The welfare of working class people should be of no concern to upper class groups.

31. If the President dies in office, his successor should be named by the cabinet rather than have the Vice-President become President, as now designated by law.

32. Members of a political party should be required to support their party's national platform.

33. The government should exert some control over creative efforts in the fields of art, literature and music.

34. The existence of social classes is not in the best interests of American society.

35. Family life is interesting, but getting ahead in business is more important.

36. Too much criticism of government by newspapers weakens our government and should not be allowed.

37. The right of a union to go on strike should not be prohibited by government.

38. During periods of national crisis a person suspected of disloyalty should be placed in custody.

39. Since societal changes follow a definite pattern, government should be able to anticipate the needs of the nation well in advance.

40. A person accused of a crime should be allowed to confront those giving evidence against him.

41. In certain cases, the government should be allowed to take a person's property without going to court.

42. The government should take more responsibility in seeing to it that television programs conform to good taste.

43. The kinds of goods and services produced in our economic system should be determined by what government decides is needed.

44. In order to insure more effective law enforcement, a national police force should be established.

45. Local authorities should be allowed to prevent certain religious groups from establishing churches.

46. If people are not intelligent and educated they should not be allowed to vote.

APPENDIX A_2
GENERAL INFORMATION

1. Your teacher's name:__________________ 2. Name of this course__________
3. Number of weeks devoted to study of communism in this course__________
4. Organizational Pattern (circle one): Traditional Large Class ITV

STUDENT INFORMATION

1. Name of your school__________________ 2. Address__________________
3. Sex: Male_____Female__________ 4. Date of Birth__________________
5. Educational Level: In what grade are you presently enrolled?__________
6. Parents Education: Circle the highest grade completed by each parent.

	Junior High			High School			College			
Father	7	8	9	10	11	12	Fresh.	Soph.	Jr.	Sr.
	Junior High			High School			College			
Mother	7	8	9	10	11	12	Fresh.	Soph.	Jr.	Sr.

7. Parents Occupation: Write in occupation of each parent.
Father______________________________Mother______________________________
8. Circle the phrase that comes closest to your present general political preference in national affairs:

Liberal Democrat Liberal Republican Other

Conservative Democrat Conservative Republican

Answer Sheet
(Please follow instructions in Test Booklet)

1. SA A U D SD
2. SA A U D SD
3. SA A U D SD
4. SA A U D SD
5. SA A U D SD
6. SA A U D SD
7. SA A U D SD
8. SA A U D SD
9. SA A U D SD
10. SA A U D SD
11. SA A U D SD
12. SA A U D SD
13. SA A U D SD
14. SA A U D SD
15. SA A U D SD
16. SA A U D SD
17. SA A U D SD
18. SA A U D SD
19. SA A U D SD
20. SA A U D SD
21. SA A U D SD
22. SA A U D SD
23. SA A U D SD
24. SA A U D SD
25. SA A U D SD
26. SA A U D SD
27. SA A U D SD
28. SA A U D SD
29. SA A U D SD
30. SA A U D SD
31. SA A U D SD
32. SA A U D SD
33. SA A U D SD
34. SA A U D SD
35. SA A U D SD
36. SA A U D SD
37. SA A U D SD
38. SA A U D SD
39. SA A U D SD
40. SA A U D SD
41. SA A U D SD
42. SA A U D SD
43. SA A U D SD
44. SA A U D SD
45. SA A U D SD
46. SA A U D SD

APPENDIX B

Background Data on Teachers

1. Name______________________ 2. School and address____________________

____
city state

3. For how many years, including present, have you taught this communism unit or course?______

4. What number of students will be taught this subject by you during current school year?__________

5. Formal Education?

	Degree(s) held	Institution	Major
a.			
b.			
c.			

6. What formal course work in history and government of communist countries have you taken

History	Government	Other

7. What 3-5 books do you consider most authoritive on the subject of communism?

author	title

8. What textbook(s) do you prefer for use by your students?

author	title

9. In your current teaching assignment, how many different social studies courses do you teach?_______

10. The Committee which devised the Florida Resource Unit on Teaching About Communism established one of its major objectives, the following:

> "develop a greater appreciation of the American heritage, democratic processes, freedom of opportunity, enterprise under law, and the will to preserve that freedom."

Do you agree that this is a worthy objective for the unit course on Communism (elaborate if you like)?

APPENDIX C

THE CONSTRUCTION OF AN INSTRUMENT DESIGNED TO MEASURE STUDENT HELD ATTITUDES TOWARD CERTAIN AMERICAN VALUES AS RELATED TO A JURY OF EXPERTS

Benjamin J. Allen, Jr., Ed.D.
Florida State University, 1965

Based on the anthropological premise that increased insights into ones own culture result from the study of cultures having differing values, it was theorized that such an indirect or adverse approach applied to social studies instruction might strengthen attitudes toward American values. Providing the means to test this theory, i.e., constructing an evaluative instrument, was the purpose of this research.

The following three postulates were to be tested: (a) it is possible to determine among students the existence of lower and higher value attitudes toward American value referents, (b) it is possible to relate these student attitudes to a value consensus on individual items and on the whole scale, and (c) the study of a system having a radically different set of values and/or practices will present adverse referents.

Deductions were then made that such an instrument: (a) could be designed to determine attitudes related to American value referents, (b) would distinguish between students holding lower and higher attitudes, (c) could be constructed of items, each of which related to both American and adverse value referents, (d) would reveal that attitudes toward American values are consistent at a given time, and (e) when administered to a jury of experts would yield a value consensus.

Procedures

Sixty-one Likert-type items were developed based on forty-two corresponding American and adverse value referents, scores being weighted in the direction of American values. This Scale was administered to 312 high school students representing eight Florida schools, providing data necessary for establishing item discriminatory power, reliability, and estimates of validity. The scale was administered to sixty-six justices from thirty-two state supreme courts to establish a value consensus for the whole scale and each item, providing the bases for assessing student attitudes in relation to expert opinion.

Findings

1. Forty-six items discriminated at the .01 level of confidence between item means of the high and low student criterion groups. These items comprise the revised Allen Scale.

2. Reliability for the revised Allen Scale was .819, based on the student sample; .82 based on the jury sample.

3. Validity was estimated by correlating the revised Allen Scale with items from four other scales, each purporting to yield a measure of attitudes "unfavorable" to American values. The resulting correlation coefficients were all significant in the negative sense at the .01 level. Coefficients between the revised Allen Scale and criterion scales were: Marxian Ideology, -.538; F Scale, -.509; Dogmatism Scale, -.392; Intellectual Conviction Scale, -.407.

4. Consensus indices for the whole scale and each item were established at the "high value, with some reservation" levels. Student and jury scores both indicate cumulative higher value positions.

Conclusions

1. The revised Allen Scale provides a valid measure for determining student attitudes related to American value referents. Students scoring higher on the revised Allen Scale are: less willing to accept Marxian ideology, less authoritarian, less dogmatic, and higher in intellectual conviction.

2. The Scale discriminates between students with higher and lower attitudes toward American values.

3. Attitudes toward American values are consistent at a given time, based on reliability coefficients established.

4. The communist system does produce a source of antithetical or adverse value referents.

5. Consensus indices established produce meaningful reference points for comparing student attitudes.

6. The revised Allen Scale provides the evaluative instrument necessary to test whether student attitudes toward American values could be strengthened by studying a cultural system having different values and/or practices.

APPENDIX D

Organizational Pattern for Teaching About Communism

Name of School____________________Address____________________

City____________________________County____________________

Social Studies Department Head____________________

Names of Teachers involved in Teaching Subject: No. of Sections (classes) Teaching

____

____

____

____

____

I. Organizational Pattern:
   A. Traditional Size Class (less than 40 students)

   ____________________ approx. no. of students ________ no. of classes

   B. Large Class Instruction (over 40 and up to 500)

   ____________________ approx. no. of students ________ no. of classes

   C. Instructional Television (regardless of no. of students)

   ____________________ approx. no. of students ________ no. of classes

II. Placement of Subject
   A. As a 6 week unit in ____________________ course name ________ grade
   B. As a 6-12 week unit in ____________________ course name ________ grade
   C. As a semester course____________________ course name ________ grade
   D. Other (describe briefly):____________________

   ____

   ____

III. Sequential pattern:
   A. If 6 or 12 week unit, during which 6 week period is subject offered______________
   B. If a semester course, during which semester is course offered________________

IV. Would you assist in this study by receiving the instruments, distributing these to instructors teaching the subject, and, following administration to students, return them to this investigator?_____

V. Do you have any objections to members of your department being asked to complete the attached "Background Data" questionaire?_____

APPENDIX E_1

Dear

Thank you for completing and returning the forms relative to the research project on democratic values and the study of communism.

It has become necessary, however, to have some additional information in order to have the instruments in your hands at the proper time. Following the names of the teachers listed on the attached form, please indicate the number of classes (sections) each teaches, approximate numbers of students in each class, date the teacher plans to begin instruction about communism, and date the teacher plans to end instruction about communism.

The purpose for the above is to enable us to utilize a system of random numbers in order to identify certain classes of students to be tested. This, of course, is a change in the original plan which anticipated testing all classes. The change was necessitated by a realization of the huge number that would be involved in testing all classes, a number so large that it would be virtually impossible to handle with the limited funds available.

Other than this procedural change, the remainder of the project will follow procedures previously discussed. An example, incorporating the procedural change, might be as follows:

Assuming that one teacher's class in your school is selected (and there could be two or more), I would mail to you, the Department Head, an envelope containing the test instruments and answer sheets appropriate for the number of students in the class. In this mailing there would also be a set of directions for the teacher to assist in administering the test, a teacher background sheet to be completed by the teacher, and a stamped, self-addressed envelope for returning all of the above. As soon as the teacher administers the test, he places everything in the return envelope and returns this to you. You, in turn, would simply drop the envelope in the mail to me. The same procedure would be followed for the post-test.

Please return at your earliest convenience the attached form in the stamped, self-addressed envelope. Again, thank you very much for your cooperation.

Sincerely,

B. J. Allen, Jr.,
Assistant Professor

BJA/hh

APPENDIX E_2

Dear

Again, let me thank you for your willingness to participate in the research project relative to the communism unit. Your continuing cooperation will be greatly appreciated.

After receiving the information regarding organizational procedures from all six counties involved in the study, a system of random munbers has been employed in identifying selected classes to be tested. In your department, the teachers and certain of their classes that have been chosen are shown on the attached sheet.

As previously discussed with you, the selected teachers will administer the Allen Scale of Beliefs to the specified class at the beginning of their study of communism. Later, upon completion of their study of communism, these same classes will be tested again.

In order that I can have liason with only one person in each school, I am asking that the department head distribute the enclosed packets to the teachers named and, upon the completion of administration, the teachers are asked to return these to the department head. Using the self-addressed, stamped envelope, the department head can return the instruments, etc., to me.

Each packet is labeled so that the teacher involved knows which class is to be tested. In each packet there is an instruction sheet for administering the Scale, a "Background Data on Teacher" sheet, Scales and Answer Sheets equal to the approximate number of students reported in the class to be tested.

It will be greatly appreciated if you could return the packets to me as soon after administration as possible.

Sincerely,

B. J. Allen, Jr.
Assistant Professor in
Social Studies Education

BJA/hh

APPENDIX F

INSTRUCTIONS FOR ADMINISTERING THE ALLEN SCALE OF BELIEFS

Foremost in the success of this present research effort is the cooperation of those with the responsibility for teaching the unit (course) on Communism. Your willingness to participate is greatly appreciated.

The following guidelines should facilitate administering the Scale to your students.

1. Distribute the Student Information - Answer Sheet first.

2. Emphasize that student names are not called for.

3. Under "General Information" provide students with any information they would not have, for example:

    a. the exact course title,

    b. number of weeks dedicated to study of Communism,

    c. organizational pattern

        (1) if class is 50 or less, students circle "traditional"

        (2) if class size is more than 50, students circle "Large Class".

        (3) if Instructional Television is used extensively circle "ITV".

4. Under "Student Information" assist students as necessary in completing this portion.

    a. Under item #6, "Parents Education", father's education category is correctly labeled. On some, however, the word "mother" was left off to identify this category.

    b. Discussion of item #8 not necessary.

5. As soon as all of the above has been completed, distribute the Allen Scale of Beliefs.

6. Collect the Test Booklet and Answer Sheet and return these, along with the "Background Data on Teacher's" sheet, to your Department Head.

Again, thanks very much for your help. At a later date you will be asked to administer the Scale again as a post test.

B. J. Allen

BJA/hh

APPENDIX G

SAMPLE POST-TEST MEANS COMPARED WITH THE MEANS OF A SAMPLE OF STATE SUPREME COURT JUSTICES

Item	Sample Post-Test Mean	Jury Mean	Difference
1.	3.908	4.500	.592
2.	4.391	4.348	-.043
3.	3.925	3.848	-.077
4.	2.953	3.954	1.001
5.	3.998	4.000	.002
6.	2.506	3.697	1.191
7.	3.349	2.621	-.728
8.	4.091	4.894	.803
9.	3.869	4.394	.525
10.	3.089	4.303	1.214
11.	3.090	3.970	.880
12.	3.552	3.879	.327
13.	4.119	4.288	.169
14.	3.362	3.530	.168
15.	4.108	4.621	.513
16.	4.004	3.879	-.125
17.	3.921	3.954	.033
18.	3.280	4.409	1.129
19.	4.425	4.485	.060
20.	3.249	2.853	-.396
21.	3.399	3.621	.222
22.	3.928	4.045	.117
23.	4.5688	4.758	.190
24.	2.822	3.424	.602

APPENDIX G--Continued

Item	Sample Post-Test Mean	Jury Mean	Difference
25.	2.806	3.864	1.058
26.	4.283	4.576	.293
27.	3.562	4.303	.741
28.	3.832	4.045	.213
29.	3.290	3.788	.498
30.	4.239	4.697	.458
31.	4.909	4.273	-.636
32.	3.397	3.682	.285
33.	3.864	4.197	.333
34.	3.301	3.136	-.165
35.	4.008	4.424	.416
36.	3.570	4.258	.688
37.	3.269	3.621	.352
38.	2.697	3.636	.939
39.	2.901	3.258	.357
40.	3.688	4.662	.974
41.	4.168	4.248	.080
42.	3.256	3.182	.074
43.	3.974	4.636	.662
44.	3.069	4.151	1.082
45.	4.241	4.668	.427
46.	3.589	3.909	.320
47.	166.604	185.968	19.364

APPENDIX H

APPENDIX

SUPPLEMENTARY DATA ON COMPOSITION OF THE SAMPLE

The following series of Tables provide additional information relative to the proportions of the student sample within each of several categories, based on responses to the informational data requested on the Answer Sheet. In most instances the data is presented by comparing two categories of responses.

The careful reader will note that percentage totals for the same categories vary slightly when different comparisons are made. This is due to the few cases in which students responded to one informational item and failed to do so for another. Also, in some cases, totals do not equal 100% as a result of rounding errors.

1. PERIOD OF TIME WITH ORGANIZATIONAL PATTERNS

Instructional time	Traditional	Large class	Total
Less than 6 weeks	.090	.045	.135
6-11 weeks	.515		.515
12-17 weeks	.296		.296
18 weeks	.054		.054
Total	.955	.045	1.000

2. COUNTY WITH SEX

Sex	Brevard	Dade	Escambia	Leon	Total
Male	.012	.316	.093	.055	.476
Female	.008	.345	.103	.068	.524
Total	.020	.661	.196	.123	1.000

3. COUNTY WITH PERIOD OF TIME

Instructional time	Brevard	Dade	Escambia	Leon	Total
Less than 6 weeks	.000	.089	.000	.045	.134
6-11 weeks	.000	.474	.031	.010	.515
12-17 weeks	.000	.097	.133	.067	.297
18 weeks	.020	.000	.033	.000	.053
Total	.020	.660	.197	.122	.999

4. COUNTY WITH FATHER'S EDUCATION

Education level	Brevard	Dade	Escambia	Leon	Total
Junior High	.007	.080	.041	.019	.147
High School	.009	.318	.076	.056	.459
College	.002	.106	.031	.014	.153
College Grad.	.002	.127	.044	.029	.202
Other	.000	.028	.004	.005	.037
Total	.020	.659	.196	.123	.998

5. COUNTY WITH OCCUPATION

Occupation	Brevard	Dade	Escambia	Leon	Total
Professionals & proprietors of large businesses	.002	.060	.009	.011	.082
Semi-professionals & officials of large businesses	.000	.062	.009	.015	.086
Clerks, salesmen, & related workers	.002	.154	.044	.029	.229
Skilled workers	.007	.157	.060	.018	.242
Owner's of small businesses	.003	.051	.012	.006	.072
Semi-skilled workers	.003	.087	.012	.017	.119
Unskilled workers	.002	.031	.006	.008	.047
Retired	.000	.021	.007	.002	.030
Deceased	.000	.020	.002	.003	.025
Other	.003	.038	.023	.003	.067
Total	.022	.681	.184	.112	.999

6. COUNTY WITH POLITICAL PREFERENCE

Political preference	Brevard	Dade	Escambia	Leon	Total
Liberal Democrat	.009	.371	.056	.048	.484
Conservative Democrat	.002	.052	.034	.041	.129
Liberal Republican	.001	.056	.017	.007	.081
Conservative Republican	.001	.120	.021	.016	.158
Others	.004	.062	.070	.010	.146
Total	.017	.661	.198	.122	.998

7. COUNTY WITH TEACHER BACKGROUND

Teacher Background	Brevard	Dade	Escambia	Leon	Total
Superior	.000	.361	.038	.000	.399
Above Average	.020	.160	.082	.010	.272
Average	.000	.074	.000	.112	.186
Fair	.000	.066	.077	.000	.143
Total	.020	.661	.197	.122	1.000

8. SEX AND POLITICAL PREFERENCE

Political preference	Male	Female	Total
Liberal Democrat	.224	.262	.486
Conservative Democrat	.067	.063	.130
Liberal Republican	.036	.046	.082
Conservative Republican	.082	.075	.157
Others	.066	.080	.146
Total	.475	.526	1.001

9. FATHER'S EDUCATION WITH OCCUPATION

Occupation	Junior High	High School	College	College Grad.	Other	Total
Professionals & Proprietors of Large Businesses	.000	.004	.009	.065	.002	.080
Semi-Professionals & Officials of Large Businesses	.002	.020	.018	.043	.002	.085
Clerks, Salesmen & Related Workers	.015	.127	.054	.038	.004	.238
Skilled Workers	.043	.144	.032	.022	.011	.252
Owners of Small Businesses	.009	.033	.014	.013	.000	.069
Semi-Skilled Workers	.042	.061	.007	.004	.004	.118
Unskilled Workers	.019	.017	.003	.001	.002	.042
Retired	.006	.013	.002	.004	.002	.027
Deceased	.001	.009	.002	.004	.003	.019
Other	.009	.029	.011	.011	.006	.066
Total	.146	.457	.152	.205	.036	.996

10. FATHER'S EDUCATION WITH POLITICAL PREFERENCE

Political Preference	Junior High	High School	College	College Grad.	Other	Total
Liberal Democrat	.066	.226	.083	.084	.022	.481
Conservative Democrat	.024	.072	.017	.018	.003	.134
Liberal Republican	.013	.035	.014	.019	.000	.081
Conservative Republican	.017	.065	.018	.051	.006	.157
Others	.025	.062	.021	.031	.007	.146

11. OCCUPATION WITH POLITICAL PREFERENCE

Occupation	Lib. Dem.	Cons. Dem.	Lib. Rep.	Cons. Rep.	Other	Total
Professionals & Proprietors of Large Businesses	.035	.005	.007	.018	.012	.077
Semi-Professionals & Officials of Large Businesses	.035	.009	.007	.018	.009	.078
Clerks, Salesmen & Related Workers	.112	.036	.018	.033	.024	.223
Skilled Workers	.112	.032	.018	.036	.034	.232
Owners of Small Businesses	.032	.007	.006	.006	.013	.064
Semi-Skilled Workers	.061	.016	.007	.016	.012	.112
Unskilled Workers	.018	.007	.001	.009	.005	.040
Retired	.011	.003	.002	.003	.005	.024
Deceased	.011	.002	.002	.002	.002	.019
Others	.026	.006	.007	.006	.015	.060
Total	.453	.123	.075	.147	.131	.929

12. COUNTY WITH MOTHER'S EDUCATION

Education	Brevard	Dade	Escambia	Leon	Total
Junior High	.009	.079	.041	.010	.139
High School	.009	.340	.105	.076	.530
College	.001	.117	.032	.016	.166
College Graduate	.001	.089	.019	.021	.130
Other	.001	.026	.006	.003	.036
Total	.021	.651	.203	.126	1.001

13. MOTHER'S EDUCATION WITH POLITICAL PREFERENCE

Political Preference	Junior High	High School	College	College Grad.	Other	Total
Liberal Democrat	.053	.274	.080	.055	.019	.481
Conservative Democrat	.021	.085	.016	.011	.002	.135
Liberal Republican	.011	.044	.013	.012	.001	.081
Conservative Republican	.022	.074	.028	.027	.006	.157
Others	.028	.066	.022	.019	.007	.142
Total	.135	.543	.159	.124	.035	.996

APPENDIX I

Questionnaire

1. How is the Florida statute, requiring that a unit on communism be taught, actually implemented in your county?

   a. Number of high schools in which the unit is a 6-weeks unit in American History________.

   b. Number of high schools in which the unit is a 6-weeks unit in a regular course other than American History_______.

   c. Number of high schools in which the unit involves instructional time longer than 6 weeks but less than a semester_____.

   d. Number of high schools in which the requirement is met by a semester course________.

2. Do individual schools determine the instructional pattern or is the content prescriptive, utilizing a county guide of some type?

3. Approximately what number of students receiving instruction about communism are involved in the following types of classroom organization:

   Instructional TV________
   Large class instruction__________
   Regular class instruction_________

4. In your opinion, do teachers receive any more pressure from the public relative to instruction about communism than they do relative to other social studies instruction?

5. After analyzing the objectives, procedures and instrument involved in the proposed study, would your county be willing to participate?

6. If willing to participate, please list the high schools in your county and indicate the name of the instructor or department chairman in each that could be contacted about more specific details.